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ABSTRACT

One object of this conference was to develop a practical strategy for designing a more cooperative communications structure among adult educators, publishers, and media specialists, thus assuring continuity for effective activity in developing and testing instructional materials for various categories of educationally disadvantaged adults. Another was to identify priorities as guideposts toward which educators and others can direct their efforts more efficiently and effectively during the 1970's. General sessions and separate papers discussed such concerns as job training and hiring, the state of the art of adult basic education, remedial education (including Project 100,000 for military personnel), audiovisual technology, and evaluation criteria for adult basic education activities. Recommendations were offered on a professional communications system, Federal funding for publishers of instructional materials, and several other matters. (The document includes 29 references, communications and curriculum design models, photos, participant roster, and resource publications on educational media.) (LY)

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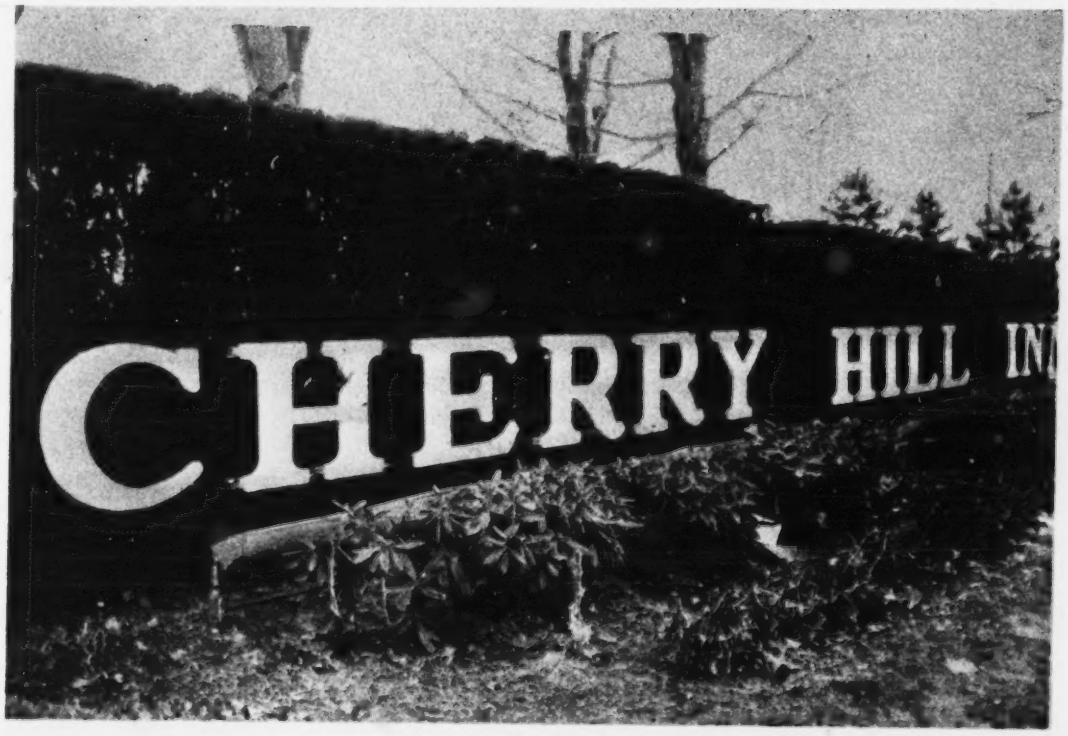
# CONFERENCE PROCEEDINGS

## Curricular-Instructional Materials And Related Media For The Disadvantaged Adult in the 1970s




Cherry Hill, New Jersey

February 4, 5, 6, 1970

ED041218

# CONFERENCE PROCEEDINGS

*STRATEGY AND ACTION*

## CURRICULAR-INSTRUCTIONAL MATERIALS AND RELATED MEDIA

FOR THE

DISADVANTAGED ADULT IN THE 1970s

Sponsored by
Montclair State College
Adult and Continuing Education Resource Center
Upper Montclair, New Jersey 07043

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to

Bureau of Adult and Continuing Education
New Jersey State Department of Education
Clyde E. Weinhold, Director

*Ray J. Ast*
*Project Director*

*Mabel M. Ouderkirk*
*Project Coordinator*

*FEBRUARY 4, 5, 6, 1970*

*CHERRY HILL INN*

*CHERRY HILL* *NEW JERSEY*

## *CONFERENCE OBJECTIVES*

*The active participation of each one at this Working Conference is sincerely welcomed and appreciated.*

*Six years ago, the 1964 Cherry Hill Conference on "Developing Programs and Instructional Materials for Adult Basic Education and Job Skill Training," sponsored by the American Educational Publishers Institute in cooperation with the United States Office of Education, initially identified two of the specific goals for this National Working Conference. The implementation of these goals is yet to be achieved:*

1. *To develop a practical strategy for designing a more cooperative communications structure among adult educators, publishers and media specialists assuring continuity for the most effective creation, research and field testing activity in developing curricular instructional materials for the diverse educationally disadvantaged adult populations.*

2. *To cooperatively identify the curricular instructional priorities, to serve as guideposts "throughout the Seventies," toward which adult educators, publishers and media specialists can direct their efforts more efficiently and effectively.*

*Over the past six years, each of us has reached a level of experience and expertise, working with the disadvantaged adult populations enabling us to effectively accomplish the objectives of this "working conference." We welcome, with the upmost of appreciation, your assistance in achieving these goals to benefit all members of our society.*

*Ray J. Ast*
*Project Director*

# INTRODUCTION

Five major concerns were originally identified, (1) specific information about the adult to be served, (2) a more precise identification of the "field of adult education", its goals and objectives, as well as present and future setting, (3) directions for more cooperative experimentation and research in terms of curricular-instructional materials and media for the 1970s, (4) a continuing structure for dissemination of findings, (5) instructional needs of specific disadvantaged adult population, e.g., Urban Adult, Rural Adult, Reservation Indian, Mexican-American, Puerto Rican, Migrant, Correctional and Institutional Clientele. It was determined that a conference of this length should concentrate on not more than two areas. Therefore, the two objectives as stated by Mr. Ast on page ii were selected.

The cooperation of many individuals made the coordination of the Conference a pleasure. Particular appreciation is extended to Ray J. Ast, Director of the Project; Dr. Austin J. McCaffrey and Mary McNulty of the American Educational Publishers Institute for their constant support; to Ruth F. Dixon for the detailed physical arrangements at the Conference Site; to Barbara Richardson and other members of the Adult and Continuing Education Resource Center Staff who have assisted in all stages of the Conference including compilation of the Conference Proceedings. The Working Committee contributed many hours in pre-conference planning. I wish to give acknowledgement to the special committees and the chairmen.

Ten working groups met for four hours and forty-five minutes during the conference schedule. Some of the participants continued their discussion Thursday evening. A group catalyst and a reporter worked with M. Eldon Schultz in condensing and refining the recommendations. The Conference Coordinator wishes to recognize and extend appreciation to the group chairman, catalyst, recorder, and Mr. Schultz.

| Chairman | Catalyst | Recorder |
|---|---|---|
| Melvin Barnes | J. B. Adair | Lillian Bajda |
| Bruno Ciccariello | Richard Getchell | Zaron Burnett |
| Robert J. R. Follett | Jennie-Clyde Hollis | Thelma Cornish |
| Dan Ganeles | Norris H. Hoyt | Francis Gregory |
| Grace L. Hewell | Dale Jordan | Margarita Huantis |
| George Layne | Oscar A. Kaufman | William Marquardt |
| Anthony Pacelli | Mary McNulty | Kathryn Taschler |
| John R. Shafer | Edwin Smith | James N. Thompson |
| George Snow | Valerie Smith | Mary G. Turner |
| Howard Warrington | Curtis Ulmer | Joyce Wood |

In addition to the reference material noted in the appendix, special permission was granted by Howard A. Matthews, Director, Division of Manpower Development and Training, Office of Education, for discussion of the curriculum guide Motivation and the Disadvantaged Trainee, developed under a contract between the Office of Education, Division of Manpower Development and Training, and the American Institute of Engineering and Technology, Chicago, Illinois. Selected leaders in each working group were responsible for reviewing the guide.

The position papers, presentations of the publishers and the recommendations are included as submitted. Other portions of the proceedings have been edited from tapes by the conference coordinator.

As we go into the Seventies, if continuous communication becomes a reality among the groups represented and more effective materials are produced as a result of this inter-change of ideas, then the Second Cherry Hill Conference will have been a success.

Mabel M. Ouderkirk
Conference Coordinator

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OPENING SESSION

American Educational Publishers
Institute

Chairman, Austin J. McCaffrey
Executive Director

Good evening ladies and gentlemen and welcome to the opening sessions of the National Conference - Strategy and Action: Curricular-Instructional Materials and Related Media for the Disadvantaged Adult in the 1970s. It is a long title but it is also a large subject. In 1964, a conference was held here at Cherry Hill to explore the challenges and opportunities of Adult Basic Education and Job Skill Training. As a result of the meeting, many new programs were undertaken, but with the quickened pace of technology and the rising expectations of America's minorities, the accomplishments were far below what the conference participants had hoped to achieve. We are back here again, six years later, with new leaders and a new spirit. Eruptions in our cities, restlessness on our college campuses, outspoken comments by our educational leaders, all point up the need for a program of action. Your conference planners have worked diligently to make this effort one of significance. The sessions are designed to maximize involvement and exchange of views. It is a shirt-sleeve affair - we hope that each of you will bring to each session, your greatest enthusiasm and commitment. Unless we can demonstrate, at this conference, the urgency to develop and to utilize instructional materials in a curriculum designed for disadvantaged adults, we may find it difficult to rally support at a time when our nation is examining its educational priorities.

GREETINGS

Bureau of Adult and Continuing
Education, State of New Jersey
Department of Education

Rocco Gambacorta
Assistant Director

Dr. Carl L. Marburger, our Commissioner of Education, will not be with us this evening. He fully intended to keep this engagement, but bowed out in the past twenty-four hours. Yesterday morning he called me into his office and requested that I extend to you, his most sincere regrets for not appearing in person. The teachers in Newark have gone on strike, acting against an injunction. He has an emergency meeting with school officials and Governor Cahill to untangle the crisis in Newark. Commissioner Marburger talked about the priorities of the Seventies, and would like me to make it very clear that Commissioner Allen's "Right to Read" should not be misinterpreted. "The Right to Read" is not for children alone, but includes the right for all its citizens, especially the adults. This appears to be the national commitment into the Seventies. If fulfillment of this commitment is to become a reality, then it must also be the priority and the commitment into the Seventies for each of the individual states. Commissioner Marburger said that New Jersey is making such a commitment, that this is our priority also. He and Governor Cahill are in accord in support of this priority. As Commissioner, he feels the need for the close cooperation among the adult

educators, publishers, and media specialists. He would suggest that the outcome of this conference would be those new and dynamic guidelines for curriculum development related and relevant to the education of the disadvantaged adults during the Seventies.

Dr. Clyde Weinhold is the Director of the Bureau of Adult and Continuing Education, New Jersey Department of Education and a member in good standing at the 1964 Conference sponsored by the United States Office of Education and the American Textbook Publishers Institute. Some of you know Clyde as the Past President of NAPCAE, Program Chairman for Galaxie, etc., etc. We, in New Jersey, feel most fortunate to have an outstanding adult educator to work with. Clyde is, at present, in Lima, Peru, basking in the sun. I have a card from him:

> "Lima is a fascinating city. We're enjoying sightseeing, shopping, eating in the restaurants, and getting thawed out. This is a lovely, sunny climate. The temperature is in the seventies. The skies are bright, and a balmy breeze blows in from the Pacific. It's a great vacation and we may decide to stay for several months."

Clyde extends his warmest wishes to all gathered here for the Second National Working Conference on Adult Education and hopes for its success. The Bureau of Adult and Continuing Education, sponsored a 309 Project Demonstration and Materials Evaluation in cooperation with the United States Office of Education and the American Educational Publishers Institute. Our Bureau and staff is in full support of the Conference. Some of us are here as planners and others as participants. I'd like to read a very short paragraph from a newsletter we sent this past week:

> "It is the adult who makes the decisions of a self-governing society. Our social order is shaped by the acts of grown-ups, not children. To cope with the awesome social problems that now confront us, we must arm the adult with the latest facts

and the wisest information. The world of tomorrow cannot be built on obsolescent learning.

We have staked the preservation of American democracy upon the education of our people. We took the first step in the achievement of this objective when we established our public schools for our children. It is now apparent that this was not enough. Fulfillment of the total task requires the creation of a program of education for the individual that is coterminous with life itself."

Thank you, and welcome to New Jersey.

New Jersey Association for
Adult Education

Doris Hayman
President

It is indeed a pleasure to welcome you to New Jersey on behalf of the New Jersey Association for Adult Education. Adult Education and Cherry Hill must be synonymous, because Rocky and I couldn't both live here and not be concerned about adult education in our home town. Rocky helped organize our most forward thinking and growing adult school, we believe, in the State of New Jersey. I don't happen to be a part of that school system, so I can give it a plug. I represent the private community in adult education. It is an honor for us to have you here. I hope that we may be able to incorporate in our own Spring Conference in April, some of the learnings and insights you will develop here. These will help our other adult educators in the State of New Jersey to keep on top of the problems facing all of us. We're rather proud of our State. We think we've done some exciting things as an organization and also individually: Clyde is Past President of the National Association for Public Continuing Adult Education and we have the incoming President of American Education Association-USA. New Jersey has a few things going for it other than just the casinos, but do have a good time, and thank you for including me this evening.

INTRODUCTION OF SPEAKER

Montclair State College

Ray J. Ast
Project Director
President-Elect of AEA-USA

Our speaker this evening is a most outstanding individual, not only as a delightfully warm human being, but as a person who has undertaken a great deal of thinking, planning and conceiving about education. Our speaker has been especially selected as a keynoter because of his experiences. Dr. Milton A. Young is the Senior Research Scientist at the Traverlers Research Corporation, Hartford, Connecticut. His background of experience ranges widely, including evaluation and planning for the educational systems in the city of Washington, D. C. He has had a great deal of other educational planning experience, not only in connection with the New York State Education Department, but also with private corporations. All of his efforts have been directed to creating a much more effective, a much more systematic approach to looking at education. If we are concerned about priorities for the 1970s - curricular areas, instructional material areas - I think we should take a very close look at each other's expertise and competencies. We should each increase our understanding of the problems inherent in the production of materials, the scope of the utilization of materials and as one of our key objectives, the development of some kind of an intercommunicating system, that can be ongoing and continuous throughout the 1970's, among publishers, media producers and educators. Dr. Young received his Ph.D. from the University of Connecticut, and is an Associate Professor in the Institute for Human Development at the University of Hartford. He is employed with the program in Washington, D. C., to monitor the further development of a new educational system.

The Travelers Research Corporation

Milton A. Young
Senior Research Scientist

We need to look at the educational institution as a whole. We need to view it from an upper level. The analogy that my assistants suggest is that in looking at the United States and its relationship to foreign peoples and the protection of citizens of the United States, you do not discuss the various forms of defensive military equipment - you talk about various kinds of foreign policy: the United Nations versus increasing our armed forces. I am suggesting, in this slide presentation that we look at education from a totally new view, rethink it from the beginning to give us a mental image of what it could be in the future. The approach to this is to begin to look at what 1990 and 2000 mean. The people in our educational system will be living in that kind of world.

I am going through very rapidly the diagnostic part of the system, you are familiar with what is wrong. Most of the books relative to this are essentially diagnosis. People are beginning to present alternatives to the present system of education.

The title of this is a Process to Enable the Community to Design and Implement Its Own New System of Education. The reason for its being a process is that we have learned very quickly that you do not lay a new program on the community any longer, from building a highway to a new housing development, the community has to be involved at the beginning or else they wipe you out very quickly. We are involved in a PROCESS. Each community designs its own new system of education because what it wants should be in its own educational system.

The promise of the future, I believe, is that man has stepped one step further into the future in terms of where he is, out of the Animal Kingdom

into a new category. The difference is that man can now design his own future. Think of the tremendous power of that statement - that we are, in fact, involved in designing the future that we ourselves will live in. The promise in the future is tremendous - the opportunity - the use of technology - the changes, etc. But at the same time, we are unable to solve the accompanying problems at any level - the suppression, the loss of identity, the inability to deal with alienation and poverty - all of these problems seem to escalate. The present system is an administrative structure for facilitating the use of funds in certain predestined manners which, in its last job, has to do with educating people. A person gets into more trouble for failing to balance their register than they do for failing to teach people to read. When you apply program planning budgeting, you do not apply it to the education; but to the administrative structures. Look at the paperwork that gets pushed through the system, very little of it has to do with improving the education of people; more of it has to do with keeping track of what is happening, monitoring the attendance, how many times people walked down the hall, and so forth. We talk about loss of identity, turning out the same kinds of people, managing people in such a way that they lose what is happening to them. We talk about the alienation of students, the physical or psychological dropout, stamping out youngsters into stereotypes, with the same roles. We have been unable to achieve either economic or racial integration because we are unable to cope with differences in the systems. When we make decisions, we cannot implement them. The community is now saying to us, "You are a failure in education. We will not tolerate failure. We want to have more to say about what happens in our educational system." We have a constant mixing of programs with new titles, new orders, new sequences, but essentially education costs will double again in approximately the next ten years in many of the communities across the

country which have an insufficient tax base to support that kind of enterprise. We have continuous dropouts both in the high schools and colleges. I do not blame the people in the system for where we are now. It happened accidentally. We are unable to get out of what apparently is an interlocking system.

The first education classrooms were attached to the Church. Essentially the educational system was a screening system for ministers and priests. We added the professions of law and medicine. Many people were successful before the end of the century without ever having learned to read and write.

Around the turn of the century we began to get mandatory education. Educators take credit for it, but in fact, it was the labor unions and the farmers who did not want the youngsters on the job hunt. They encouraged state legislatures to pass mandatory education acts. Educators found themselves with a different group of youngsters. They invented things for them - vocational education, special education, or track system. The training of teachers increased from two to six years. They began to misuse the I.Q. scores as an excuse for failing youngsters. We actually have a barrier to being educated. Many youngsters are unable to function in the present system, they do not know how to get through it. It is an irrelevant socialization process which trains them to do one thing well - how to get along at the next level. It is almost totally unrelated to what happens in the world. Educational institutions are isolated from the community, with barriers, or fences around them.

Now we are demanding higher and higher competencies of people. In the last couple of decades the American public is demanding a totally new thing from its educational system. It is saying to the educators, "Any youngster who drops out is your fault. We want to maximize the potential of every student." Educators are unable to respond because the system is interlocking. We have been improving the system very much like we have improved the airplane. We are

up to the Boeing 747 stage. We have improved the system, but the alternative now is to begin to look at it differently. Adult continuing education is one of the most flexible systems. In going to the moon we decided on an objective and we used what we knew to build a new concept. A way of looking at the way we have attempted to solve problems helps focus in on what the future needs to be.

We have attempted the direct, institutional and the personal approaches. The direct approach has created side problems, e.g., frequently what you build as a new housing development, becomes a ghetto very quickly. If you substitute a different form of payments to poor people, they still feel that they are being given a handout. The highway system going through the cities create new problems. The direct approach is not working in the institutional approach, we can attempt to solve the educational problem at various levels: administrative decentralization, integration, sub-systems, new leadership, major government programs, parallel systems or education corporations. I am part of an education corporation, but I think that the educational corporations with corporations that produce educational materials do not have the answers. They should be responsive to what we think should happen to students and those are broader community responsibilities. The system cannot break out because it is interlocking; we change teacher education and the teachers you educate cannot find a job. We change what is happening in the classroom through team teaching; soon that phase is out because some teachers cannot get along with each other. Paraprofessionals are phased out very quickly because teachers do not know how to work with them. All the parts in the system are interacting, and they extinguish change in each other.

The third approach and the one that I think will really make a difference in the future is the personal approach. I think 1990 looks like temporariness,

the outside world will institutionalize change. Things will be changing so rapidly, people will be moving about so quickly and new knowledge will be instantaneous. In the next decade a language will be invented for the computer which will do the same thing for knowledge as the music notation system did for music. It will make common all the knowledge. It will be available to each individual almost instantaneously. Therefore, learning blocks of knowledge is really an irrelevant process. Much of what is happening in the education system today is irrelevant; five or ten years from now they will be outrageous. For a person to be able to survive in a world which has instant communication, constantly changing environment, new interaction between people and systems, new technology, the individual will have to have internal stability and a positive self-concept, a sense of who he is, a sense of control of what is happening to him, and some mission. Otherwise, the world twirling around will destroy him. There will be more alienation, more separation. I think trying to change the present educational system without a different model is very much like trying to shoot an airplane to the moon. It is designed for something totally different, an era that is past. The present educational system is inadequate for the Seventies, Eighties and Nineties.

A new system of education starts with no gimmicks. When we were first approached about building New Town in Washington, D. C., a question of the architects was "where do you put the teachers and the school buildings?" The answer: "you start with the kind of life you want people to live." It is no longer sufficient to go to work, come home and watch the television set. People are looking for more than just living. They want an art. I think the system of the future is going to have to help the people learn the art of exploring who they are, and their environment in new ways. Work will only be one component of how to live. In designing a new system of education we develop a set of

characteristics, a set of requirements, alternatives that people can deal with and invent their own system. The community has to own its system of education or very quickly it will not support it. The system must be self-renewing, otherwise, in the very near future, it will be as out-of-date as the present one.

These are some of the operating principles we used. There is not any reason why an education facility should be different from any other building. Jobs will be changing rapidly and people will have five, six, ten jobs during their entire lives. We know that all education does not occur in the classroom. Most education occurs in other places. The media has a tremendous impact on people today. Certainly the government, the church, and the family are early educational instruments we need to consider.

Adults stop and then learn. I have seen someone not learn for twelve years and learn the whole twelve years in one. We need individual personal planning. We could devise such a plan without excessive costs if we use a little imagination with our resources; use the best of technology and remember that essentially people will learn more from other people than they will from any other source of information. The individual personal plan promotes learning. There is no reason for having a teacher with twenty-five or fifteen students or thirty students. I tried to trace down the history of why there were twenty-five students in a classroom and I could not find an educational or psychological reason. I found the answer in books on architecture. Piers are placed at a certain distance from one another to support the ceiling. Wherever you put a pier, you put a wall and when you have four walls, you put a teacher with twenty-five to thirty students. If you have thirty you may as well have five-hundred, because you are not really interacting. There are a whole group of side circumstances that are no longer applicable.

We can multiply our educational resources by utilizing the resources in the community. There is no reason for people having to be in one building. There is

no reason for people coming to a central place. It is really an old-fashioned idea. Staff training has to be a part of the system. Somehow we conclude that if a person gets a certificate he can teach. We are talking about a system where people are constantly being trained. Every staff member is a student part of the day. It becomes part of the system.

The organization has to be different. We have a rigid hierarchy which stifles any kind of creativity where any one person who disagrees holds up everything; A system where everybody must wag their heads "yes" at the sam thing to make anything happen, and that is virtually impossible especially if everyone is in different places. The decision should be made by the people who are involved in it. Special learning centers should be placed all over the community. A special learning center is where anybody who knows something is helping someone else learn. You noticed I studiously avoid certain words. I studiously avoid the word "instruction" because that puts somebody on; "teacher" because I am not sure what the teacher function is now. I avoid words like "classroom," "school," because all of those are end results of a process and should not be given. We should be thinking about what education is and utilizing these resources. The community becomes a process, a place where education occurs. There are many good places for education to occur outside of the school. Another way of looking at it is the four categories of learning-skill development. We have that when we talk about how people learn, what they want to learn, when they want to learn. We can put together a program and build a reading skill level in any subject immediately. The second area is the development of the personal talents and interests. In our education system today, these tend to be the science club, the side activity, or the adult education activity. These should be part of the education of the person from the cradle to the grave. It should be possible, in an individual personal plan, for a group of people to take a week

off and produce a film. They could learn a lot more than just making a film. This should be part of the educational system. The third area is growth in social participation. I am talking about being in the community where things happen, students working with older people, older people working with children, in hospitals, the mayor's office, caring for the community, being involved in its government. The last area and the area that I feel is most important is helping adults identify who they are and be sensitive to others and their environment. We do have techniques today which help people identify who they are. This is the key to getting people out of the ghetto and helping them to function as adults, to have a feeling of positiveness about themselves, a sense of control over their futures, help them feel that they want to do something about what is happening to them. When people have ownership about what happens, change takes place.

We have creative art programs, people learning the new technology, office programs, programs in open settings, without walls, yet we keep on building walls in classrooms which is unbelievable; it is 100 years old today. We have education centers in businesses. We have utilized the resources in the communities, but it should not be just a bus trip to a place; it should really be involved in what is happening. We have programs for families, programs for mothers. As a matter of fact, one of the most important developments in adult health education is to help a woman who gives birth to a child, learn how to be a mother. Somehow we assume that giving birth to a child makes someone know how to be a mother.

How do you begin to get this idea of change? First, you enter the community and the key is the adult population. They are the ones who have been educated in the present educational system. The adults are the ones who need to get a new idea of what education is to be in the future. Start with helping them learn to look at the future - what is 1990 going to be like? What does temporariness mean? What does constant change mean? What does organizational structure mean? What

does it mean if the family structure takes a different form? They are involved in the design process and begin to design their own system. They learn what the new education concepts are; they learn about goals. Use all of the modern means, the best techniques, we have for convincing the whole community that there is something different than the education system we have today. It is only at that time that we should begin to look at the present system. If we look too early at the present system, we get locked in where we are. With the new system criteria the student-teacher ratio is irrelevant; the number of classrooms does not make any difference. We talk about how much staff, how many students, what kind of spaces, where? We have a whole different set of criteria. We do not get trapped in the same box. The new system of education is what the community evolved. Now we know where we are and we know where we want to go. We move into the new education strategy.

How do we get to where we want to go? We have already started the process because we have educated a large portion of the population. They are on board and moving down the road. The process cannot fail, even if you stop at any point. People have learned about a new concept. They can move ahead with it themselves. The objective of the people who are working is to get out and let the community members do the job themselves. The community process continues, the technical assistance comes from the experts in the different fields. Life-long education is something we have been talking about for years, but now the system accepts the responsibility for failure.

The new program will be individually oriented, not group, pre-planned sequences. There is no reason for a person to teach a group. If it can be done that way it can be put on tape and the adult can have access to it whenever he wants it. The program should be individually oriented; it should require the learners' involvement in the material. It should not be just a reading exercise with a series of questions at the end. The material should be temporary,

ever-changing. We need the looseleaf kind of structures, daily up-dating, with students making up their own activities. We need material that you can change, take off the shelf and get rid of very quickly. I do not know what that means in terms of economics, but we have invented ways and circumvented our problems now in many areas where we do have soft stuff, that we change every day. I think the opportunity for being creative is here. The system of the future will break out of the mold and begin to help people to be creative and actually learn the "art of living" in the future. If people begin to have a positive self-concept, a feeling of importance about themselves, they will begin to deal with pollution. One of the main reasons that we do not deal with it is that people do not care enough about themselves to care about what they breathe or what they drink. We will be using the new technology in a much different way; we cannot get it into the system as it is presently constructed. We need to conceptualize and to accept the fact that community resources will be helping everyone learn.

We have been working with the New York State Department of Education in many communities. A couple of years ago, if you were to ask what were the odds that a re-design effort would occur anywhere in this country, I would have said about a million to one. A year ago, ten thousand to one. Now I believe that within the next year there will be at least three re-designed districts in New York State. These districts have said: "We are interested in the future. We want to begin to re-design so that the people in our community are prepared to face the future." That is an amazing possibility. We have been working with the people from Columbia, Maryland, who designed a new system; we are working in Hartford, Connecticut, talking about total re-design, not only in the educational system, but the governmental system, the transportational system, etc. Without this global contact, the American city is on the way down.

We can go in two directions at this time. With the advent of the computer, we can very easily become slaves to it. We may soon have one single number. We may soon be buying insurance on the basis of the computer's prediction. It will be very easy for us to fall into the trap of having a machine make predictions and direct our future. A computer is a stupid machine. It only does what we tell it to do. We have the power to create new ideas, to utilize the computer as essentially a memory bank for us, to begin to develop a creative program which is very different.

Man has always been limited by his own concept of what he can do, by facing the problem today, narrowing it and saying "what do I have to do today to solve this problem? How do I solve the problem of some people not being able to read? How do I solve the problem of many people having to change their jobs?" The solutions to these problems are involved in our ability to visualize a future that is different, and then to work backwards so we can see where we are and how to get there. We have always underestimated our ability; we have always underestimated what we were capable of doing. I think, for the first time in man's history, we should be thinking beyond our ability to think. We should be projecting ourselves beyond our ability to imagine and really begin to design our own future.

From Outline of Speech Submitted by Dr. Young

| EXISTING SYSTEM | NEW SYSTEM |
|---|---|
| DESIGN INTENT | |
| Screen | Educate all children |
| Teach 3 R's | 3 Rs plus awareness, sensitivity, independence, action, talent |
| Teacher controlled | Involve community and students |
| Passive student learning | Active student learning |
| Group followed pre-planned sequence | Individual personal plan |
| Teacher did all teaching | A variety of learning environments |
| Learning to take place in classroom | Community is classroom |
| Diploma completed education | Lifelong education |
| Student was failed, rejected | System accepts responsibility for failure |
| Have new programs added in | All programs are one |
| System stability | Dynamic changing system |
| 2 x 4 x 6 curriculum<br>180 days a year | All day all year |
| Separate community service | Integrated with all community service |
| Buildings<br>Social building only could not be changed | Education space part of community facilities, convertible, multi-use |

GENERAL SESSION I

Panel: The Publisher Views the World of the Disadvantaged Adult

Chairman, George Eyster
Morehead State University

I have the pleasure of introducing Mr. Francis S. Fox, Chairman of the Board, D. C. Heath Company, and President of the American Educational Publishers Institute as our moderator.

I suggest that you relate your problems and your successes as practitioners in ABE to those problems and successes of the publishers. These are the kinds of things that we will be discussing today.

D. C. Heath Company
American Educational Publishers Institute

Francis S. Fox
Moderator

It is a privilege for the American Educational Publishers Institute to participate in this Conference. Conferences of this kind are held throughout the year, the most recent one being devoted to the problems of the Community College or the Junior College. These conferences are very important to the membership of AEPI. It gives us an opportunity to listen to leadership in various areas, and to be heard. I think these two things happening together during this Conference will meet one of the objectives stated last evening, and that is to develop communications between the educator and the publisher. It is an objective that this group is not alone in setting forth to achieve, that is, a thread that runs through all of our conferences, whether it is the Junior College people or the various departments of NEA. It's terribly important to us. What we do in editorial work and in marketing is directly related to the impressions we get from people like you. I thank you on behalf of the membership for inviting us to participate in this conference.

Our first speaker this morning is Mr. Alan Kellock. He is a man with long experience in this field, devoted to it, and an excellent person to start off on the topic of Developing Instructional Material For the Disadvantaged Adult.

McGraw-Hill Book Company

Alan Kellock
General Manager

Nearly 135 years ago this nation had a visitor from France - a scholarly man who combined keen observational skills with a penchant for creative,

analytical rhetoric. His name was Alexis de Tocqueville and in his book "Democracy in America" there appears this commentary:

"The Americans all have a lively faith in the perfectability of man. They judge that the diffusion of knowledge must necessarily be advantageous, and the consequences of ignorance fatal."

The author was right, up to a point. As a nation we have done more for the widespread diffusion of knowledge than anyone else. But it has taken us a long time to begin living up to his second point, that is - the full realization that ignorance can have fatal consequences. Back in the early 60's we began to appreciate the substance of de Tocqueville's remark as never before. At that time we woke up to many startling realities:

1. The number of unskilled jobs were fast declining, with machines doing about 95% of man's labor.
2. A high school education, or more, was being specified for 97 percent of all jobs. Yet 32 out of every 100 youths were dropping out of high school.
3. Ten percent of the laboring force who had not completed the 8th grade were chronically unemployed. The 1960 census revealed there were 23 million adults 25 years old and up who had not completed 8th grade, and of these, 9 million had not completed 5th grade.
4. Further proof of the correlation between unemployment and lack of education came from a study of people on welfare. In Cook County, Illinois, for example, it turned out that 51 percent of the people on relief had reading ability below the 5th grade.

These were the sorry facts and figures that educational publishers were being told in 1963 and 1964 at a number of meetings where sociologists, psychologists, government officials, education specialists, and

representatives of business and industry would explore the possible consequences in the 20th century of ignorance that de Toqueville thought we considered fatal back in the 19th century. The consensus seemed to be that the consequences were indeed very severe in a fast-growing technological society. There developed a nation-wide movement to provide basic education and literacy instruction for educationally deficient adults, particularly those adults who needed such instruction to improve, or even to initiate, their employability.

Basic education and literacy courses for adults, as those of us at McGraw-Hill who became involved in this movement think of them, involve instruction in the communication skills such as reading, writing and speaking; in the computational skills; and in a variety of other areas such as social studies, human relationships, job orientation, science, and health and hygiene. Emphasis throughout these courses is on helping the student toward a better understanding of the world of work, and to improve his chances of successfully fitting into that world as a productive and self-respecting adult.

As educational publishers of many years' experience, we knew that courses which include phases of these kinds of instruction had been around for a long time. But we also knew that, except for courses designed for immigrants whose primary need was to learn English as a second language, and enough social studies to enable them to pass their exam for obtaining citizenship, the enrollments had been small and hence there had been relatively little demand for literacy materials generally. Publishers as a group had not advanced such materials to a high or even a moderate spot on their priorities lists.

But by 1964 items on the priorities lists began to change quite a bit,

under the influence and the impact of the growing social consciousness, as expressed by the then Commissioner of Education Keppel who said: "Adult basic education is the foundation upon which any program to train and retrain large groups of unemployed adults must be built. It is both the door to vocational training and the path away from chronic social dependency, unemployment, and personal deprivation."

This recognition of basic education as the key to the problems of poverty was, of course, reflected in the various acts of legislation which were passed at federal, state and local levels in the over-all effort to alleviate these problems. Almost without exception, these new laws provided for training and/or retraining of the unemployed and the underemployed. Because many of the adult students who needed this training did not have sufficient skills in basic education for them to start this kind of training, it was agreed they must first be given a foundation in basic education and literacy. Educational publishers, when apprised of these conclusions, began to speculate about what instructional materials already on their lists, and in their warehouses, might fit into these new programs that were rapidly shaping up.

Any such speculative thoughts of effectively making do with what was already available were severely jolted in January, 1964 with release of the report of a Task Force Committee under the direction of Edward W. Brice, Director, Adult Education Branch of the U.S.O.E. This Committee undertook to find out what already available instructional materials might be suitable for basic educational programs being initiated under provisions of the Manpower Development and Training Act as amended. Because this Act had been amended to admit high-school dropouts as young as 17, with no work experience, it was presumed that adults in these programs would have language and

computational skills ranging from illiteracy to 8th grade achievement. In particular, the Committee sought to survey instructional materials that might be suitable for teaching, reading, writing, and arithmetic to these undereducated adults, and for helping them learn about improved health, family and community life, and various kinds of work and occupational skills.

Since the report of this Task Force Committee had considerable influence upon the design of new materials subsequently developed by several educational publishers including McGraw-Hill, it seems appropriate to insert here a summary of the Committee's procedures, conclusions, and recommendations.

The Committee sent out requests for samples of suitable materials in adult basic education to commercial publishers, literacy teachers, public school systems, voluntary agencies, union, industrial firms, research organizations, prisons, private training programs, library collections, foundations, state education departments, universities, and research centers. In response to these requests, the Committee assembled more than 500 separate instructional items including textbooks, workbooks, supplementary reading and language materials, television kinescopes, recordings, tapes, programed learning materials, films, filmstrips, research reports and survey results.

Approximately ninety percent of these materials received were from commercial publishers; the remaining ten percent were locally produced, mostly in dittoes or mimeographed form, by teachers of literacy skills. Of the total, the categories of most interest to us and the number of items in those categories are as follows:

| | |
|---|---|
| English (Reading and Handwriting) | 200 |
| Literature and Art | 50 |
| Citizenship | 27 |
| Government Agency Publications | 25 |

| | |
|---|---|
| Mathematics | 24 |
| Job Related | 18 |
| Social Studies | 12 |
| Science | 11 |
| Biography | 8 |

All of these materials were reviewed (but not field-tested) and evaluated by specialists in the adult basic education areas. The evaluation covered graded ratings on five characteristics: clarity content for the grade level indicated by the reviewer, accuracy content, aptness of the illustrations, general usefulness of the materials, and technical characteristics. Each item was then rated for its usefulness in adult basic education according to three classes: (A) Highly recommended; (B) Recommended; (C) Not recommended.

In addition, Task Force teams made numerous field trips around the country visiting a number of adult literacy training projects, examining teaching materials and methods, gathering information from teachers, administrators, and students.

The Committee compiled their findings about instructional materials under four curriculum categories: language arts, mathematics, social studies, and science. A summary of those findings is presented here:

Material Available for English, Literature, Reading and Language Skills.

In the opening statement of this section, it is explained that the Committee limited its review in these areas to material which they described as satisfying "literacy needs of adults between the fourth grade and eighth levels, as well as the literacy needs of borderline illiterates." Basal reading and language series used in elementary schools were not examined. Only materials considered at all suitable for adults were considered.

Pertinent comments by the Reviewing Committee on the materials examined

in these subject areas are as follows:

1. Almost all of the materials which purport to teach language skills, including grammar and usage, employ content that is too pedantic, advanced, or formal for adults taking basic education courses.
2. Except for one series prepared for junior high students, there is no textbook series or program which integrates reading, language, arithmetic, and other subject matter.
3. Few materials give a realistic picture of life within culturally and economically disadvantaged populations, especially the Negro and Latin American Groups.
4. Most of the reading materials at grade 1 to grade 4 levels employ only the subject-verb-object sentence pattern instead of the various patterns normally employed by adults in everyday speech.
5. Almost none of the books give sufficient attention to qualities of good speech: careful articulation, clear enunciation, correct pronunciation. Nor do they spend enough time on courteous listening, polite conversation, and other aspects of good oral communication needed by an employee.
6. Although letter writing is treated in several textbooks, few of them give adequate instruction in practical writing tasks such as the completion of job order forms, lubrication charts, and various types of reports required of blue collar workers. Most of the assignments in written composition would seem non-functional for adults in basic education courses.

Materials Available for Mathematics

The sub-Committee that prepared this part of the report stated its findings were based on examination of materials submitted and on visits to

adult literacy programs in five cities. Pertinent comments were as follows:

1. Only two books are especially prepared for adult education programs. One, a workbook in arithmetic, is strictly drill material, and it is not the quality of material that should be used in an adult education class. The other is an arithmetic text of over 300 pages which is too long for adults in basic literacy programs. Teachers indicated they used the book only as a reference.
2. Standard texts and workbooks in arithmetic are the only other available published materials, but they are not at all satisfactory. Application problems contained in them are not of interest to adults. Furthermore, they contain much more material than is feasible to use in an adult education class, and the size of the book is usually discouraging to the adult who wants a relatively quick and condensed coverage of only those principles and operations that pertain to his own everyday life.

Materials Available for Social Studies

Materials treating United States History, citizenship, social customs, and Government were examined in terms of their potential usefulness in teaching adults between the fourth and eighth grade literacy levels. Findings were as follows:

1. With the exception of a few Federal government publications such as those of the Social Security Administration there are almost no materials that would assist the unemployed undereducated adult to understand his economic, social and cultural needs and the resources available to him meeting these needs.
2. While there are several fine publications for the foreign-born seeking United States citizenship, nothing was reviewed for the

undereducated native-born that would increase his understanding and appreciation of the heritage and promise of the United States, and enable him to function better as a citizen.

3. Most of the materials produced by local authorities were poorly mimeographed, were not illustrated, contained typing and grammatical errors, and were dull reading.
4. Most of the materials produced by commercial publishers are geared to the interests and needs of middle class children, not to adults who have held jobs, reared families and faced responsibilities of trying to make a living.

Materials Available for Science

The Committee was able to review only a small number of publications in science. All were produced by commercial publishers. Some publications, written for junior and senior high school students, were found too difficult. Others, written at third or fourth grade level, were considered too juvenile in approach even though the subject matter was of interest to adults.

The Task Force Committee concluded its report with this categorical statement: "One of the most critical problems in adult basic education is the dearth of suitable instructional materials."

This task force report, as might be expected, generated a flurry of reaction amongst educational publishers. It is not that we're an industry that clings to sacred cows, but being essentially creative people, we do have thin skinned toes that can react quite sensitively to any degree of stomping, whether real or imaginary. Some of us found it difficult to believe there was so much homogeneity in the characteristics and the needs of manpower program adult students that instructional materials already available would have no usefulness whatsoever, particularly in the job skills areas. Furthermore,

many of us realized full well that even under the fastest schedules we could devise, it would be a year or more before we could develop and publish any sizable quantity of new materials called for in the Task Force report.

Consequently at McGraw-Hill we decided to compile a list of our products that might have some usefulness in both basic education and vocational training in the anti-poverty and manpower-training programs. The selections were culled from our total offering of text books, workbooks, trade books, pamphlets, manuals, tests, motion pictures, filmstrips, transparencies, recordings, and programmed materials. When this list was published in 1965 as a special catalog, the preface explained that most of the materials originally had been developed for in-school courses in the traditional institutions of education, such as the public schools, vocational schools, business schools, trade schools and technical institutes, or for in-service training programs of business, industry and government. However, it was our belief, and we so stated in the catalog, that selected materials from those listed therein would have some value for the basic education, the pre-vocational education, and the occupational training of students ranging from functional illiterates up to those who were training to be craftsmen, service specialists, and technicians.

Apparently a great many teachers and administrators of anti-poverty and manpower-training programs agreed with us about the potential usefulness of the items on this selective list, for we received many requests for the catalog, and it stimulated many purchases of our materials.

Meanwhile we got underway with a program of developing new materials for these programs. By way of starting, we addressed ourselves to the principal suggestions that were made by the O.E.'s Task Force Committee. The Committee recommended materials in two braod categories:

1. Foundation courses in reading, oral and written communication, and arithmetic (grades 1 to 3 equivalency).
2. Advanced work (grades 4 to 8 equivalency) in reading, language, arts and literature; in mathematics with emphasis on work problems and mechanical drill, in social studies concepts such as economic, cultural and social needs and resources, and the rights and responsibilities of citizenship; in single science concepts applicable to the environment and daily living of the typical adult in these programs; and in job orientation.

The Task Force Committee report went on to spell out a number of suggestions on the preparation and publishing of these new materials. These were helpful, but we felt it advisable to gather our own data about the characteristics and needs of the disadvantaged adult, that group of academically unsuccessful students who, for one reason or another, have not profited from the conventional school program. With that information in hand we were better prepared to develop descriptions of behavioral objectives in the various content and skill areas in which we wanted to publish. Then we indicated the specific tasks leading to reaching those objectives. We then analyzed these tasks in terms of the units and sequencing of learning experiences that could bring students through these tasks, and what we came up with seemed to provide the framework for structuring sets and kits of potentially useful instructional materials.

There were, of course, many other decisions to make. Questions about media and mode of presentation; questions about individualized versus group instruction; questions about writing style, vocabulary, and reading levels; questions about pacing, intellectual stretching, and relevance; questions

about physical size of written units or about time length of motion pictures and audio tapes; questions about page layout, type size, illustrations and amount of white space; questions about testing, evaluation reinforcement, and motivation; questions about teacher training and acceptance. And there were the paramount considerations of finding authors, illustrators, designers, and multi-media experts, and of managing capital investment within reasonable limits so as to make possible a reasonable return on that investment.

All these questions and decisions apply to product development in any publishing enterprise, since they are vital to the process of fitting the product to the user's needs. In our industry, each one of us may go about this fitting process in a different way, and hence come up with results that are unique and different in many respects. This inevitably leads to our being judged individually as to the quality of our product, a judgment which we can accept regardless of its being positive or negative, providing at the same time we are also properly credited for a least trying to fill a recognized need of national importance.

I began this paper with a quote from de Tocqueville who more than a century ago wrote many poignant descriptions of the American way. A little further along in the same passage as contained the previous quote, Mr. de Tocqueville added this further observation: "They (Americans) consider society as a body in a state of improvement, humanity as a changing scene in which nothing is, or ought to be, permanent; and they admit that what appears to them today to be good, may be superseded by something better tomorrow."

That last phrase of de Tocqueville might well serve as the pledge of those educational publishers who have participated to some degree in attempting to develop instructional materials which are in harmony with the recommendations of the Task Force Committee report of 1964. Hopefully this

National Working Conference on Adult Curriculum Materials and Related Media will indicate new ways that educational publishers may contribute something better for tomorrow that will supersede what is considered good for today. If that happens, I'm sure that we publishers will be most receptive and attentive.

In order to make this information interchange more fruitful for the ultimate benefit of adult basic education throughout the nation, I would like to conclude this paper with suggestions on the kinds of information that might be most helpful to publishers. I propose to offer these suggestions for information in the form of questions which, speaking for all publishers, we would hope might form the basis of some discussion in the working groups following this general session. There are 8 questions and they are as follows:

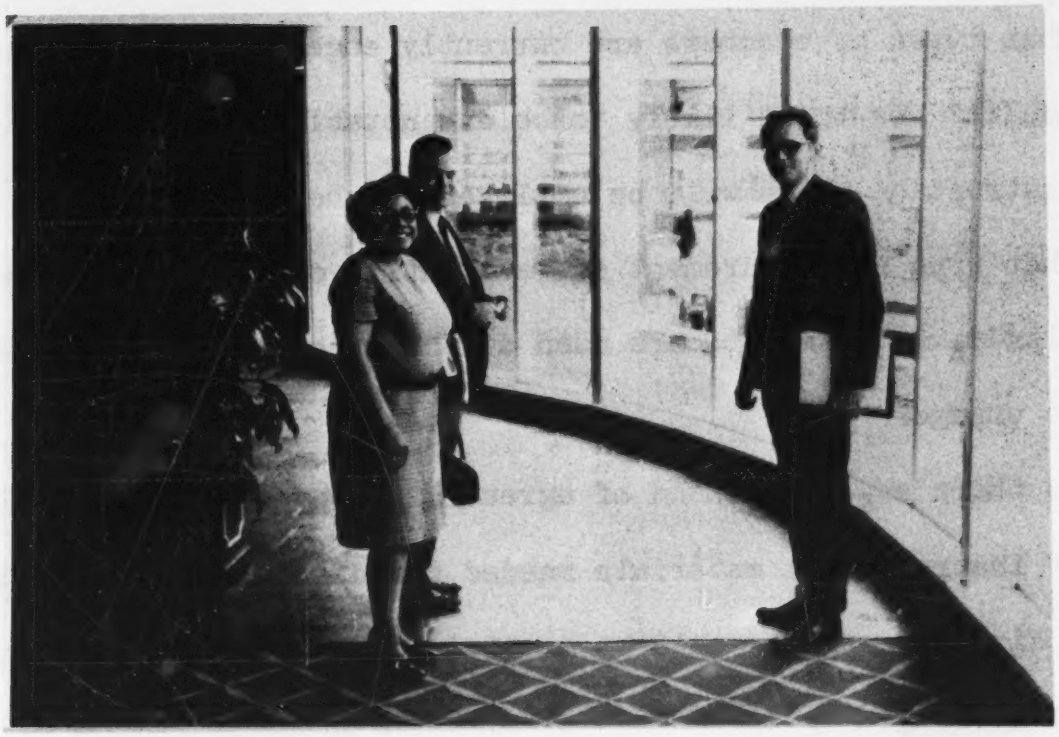
1. What research activities are currently underway, or may soon begin, which deal with education for disadvantaged adults?
2. What types of existing instructional materials prepared for regular students of the schools can be used with disadvantaged adults?
3. What types of teachers are currently engaged to teach disadvantaged adults? Is there likely to be any notable changes in the kind of instruction which will be employed in the future?
4. What type of measurement and evaluation of the performance of the disadvantaged adults are used at the present time? Is this likely to change?
5. Is there any likelihood of agreement among educators on the types of instructional materials needed for disadvantaged adults so that a sizeable market could be created to encourage competitive private publishing.
6. In anticipation of the need for new and improved materials of instruction for disadvantaged adults, what are the relative priorities of the various areas: vocational education, on-job

training, basic skills, languages, creative arts, sciences?

7. What services would the adult educational community like to have from the publishing industry which it is not now receiving?

8. What are the problems involved in financing education for the disadvantaged adult? How does this affect the purchase of instructional materials? What are the prospects of over-coming these difficulties?

Ladies and gentlemen, I appreciate very much the opportunity to meet with you in this very important conference, and to bring to you some of the viewpoints of publishers regarding the development and publishing of instructional materials for adult basic education.



Grace L. Hewell, John V. Griffin, Paul V. Delker

MODERATOR:

Follett Educational Corporation some time ago decided to make a positive move in the area of adult education. I'm pleased to introduce Jesse Bishop who will tell us about one of the most frustrating aspect of publishing, the area of marketing.

## Follett Educational Corporation

Jesse H. Bishop

Many of the problems faced by marketing personnel in adult education are similar to those faced by adult educators. When we note the development, structure, and organization in educational areas, other than adult education, we realize that years of planning and cooperation must have gone on between publishers and educators. While we in adult education have also come a long way, we must go farther. We must cooperate and work together to reach our objectives.

Most educators and publishers did not seriously undertake adult education Research and Development for the Disadvantaged Student until recently. The early development that took place was often hurried. As a result many of the instructional programs and their materials were inadequate and can no longer be used. Fortunately, educators and publishers are beginning to take the time to research and develop sound programs.

The early marketing and distribution of materials faltered also. Ten years ago it was a rarity to find marketing personnel for educational materials for this student. But publishers have now changed their attitudes toward adult education.. The present objective in adult education may be stated as "servicing the adult educator with the same degree of professionalism as provided to other educators."

The marketing problems publishers face with the Disadvantaged Adult student were once believed to present over-whelmingly difficulties. We no longer believe this, but there are still great problems that have not yet been solved. Many of these will only be solved with the help of you, our partners, the adult educators.

The following questions point to some of the problems in marketing to the disadvantaged adult student:

1. How do we reach the adult disadvantaged student?
2. What approaches and philosophies work best with this kind of student?
3. What kind of materials does he need?
4. Who makes the decisions concerning adult education?
5. How are programs of adult education funded?
6. How do we make the adult education "call"?
7. What ventures are profitable? Un-profitable?

Let us look at each of these problem areas individually.

1. Reaching the Disadvantaged Adult Student is not as easy as it sounds. Where are his programs located? In high schools, elementary schools, store fronts, churches, public agencies, community agencies, business and industry, and for many, private homes. The field work needed to gather and assimilate the data on these programs is time consuming and costly. In many areas, not only is it costly, but so costly as to be prohibitive. Much depends on placing the right man, in the right place, at the right time.
2. What kind of materials does this student need? When we hear our colleagues in other areas speak of "transformational," "inquiry," "conceptual,"

"linguistic," and the like, we sometimes say WOW!! We are being left behind! Yes and No. We must remember that they have already defined the areas of study for their students--reading, English, mathematics, social studies, etc.--they are now experimenting with methodology of instruction. Before we can direct ourselves to instructional materials and methodology, we must first identify the subject areas of instruction necessary to accomplish our objectives.

What are the objectives of adult education programs?

1. literacy?
2. employment and job-upgrading?
3. cultural assimilation?
4. physical, social, and economic competence?

All of these are important, but <u>one tool</u> cannot perform adequately the jobs of <u>many tools.</u> We have attempted to get popcorn, peanuts, and ice cream from the same bag. This has proven unsuccessful. You must tell us your needs and the needs (specific ones) of your students.

3. <u>What are the approaches and vehicles needed to achieve the desired goals</u>? Are traditional techniques undesirable? Has the basic text with supplementary materials outlived itself? The technology of machinery is here, with its adaptations and implications for educational instruction. Is technology the answer or a part of the answer? Consider IPI, Individualized Program Instruction, what is its role, its advantages and disadvantages? No doubt, evaluating the achievement of program objectives can give us many insights into the types of materials that work best. We need to have better feedback from existing programs so we can continue to improve our materials.

4. <u>The Adult Education Decision Maker</u> is probably the most overworked (and probably underpaid) educator today. In addition to his Adult Education

duties and responsibilities, he often has two or more responsibilities--Vocational Director, Elementary or Secondary Principal, Coach, Human Relations Coordinator, or even Politician.

Who is the decision-maker in your area? Teacher, Superintendent, Principal, Director, Supervisor, Curriculum Consultant? Or someone else? When is he accessible? How long will he be accessible? How long will he be the decision-maker? These are crucial matters to teachers desiring educational materials and to publishers offering educational materials.

5. The Funding and Fiscal Structure of some adult programs for disadvantaged students seriously hampers marketing functions. Marketing personnel need at all times to know when funds are available for the purchase of instructional materials. When are orders given to publishers? Does he guess, make an estimate of supplies needed and store them? What happens if he is wrong?

Planning is very difficult for publishers because of the haphazard funding of adult education. Many of us remember a nationwide program for the education of disadvantaged young adults that flourished for three years or so and is now dying out, due to lack of federal funding. Some publishers, anticipating the program's needs, expanded their staffs, developed new materials, and stocked their warehouses. Now these publishers are suffering great losses. Many have been bought up by larger companies. Others have shifted their priorities to other areas of education.

Private funding of adult education has also been unpredictable. Programs financed by private institutions have usually been concerned with increasing a labor force or with conducting reserarch for humanitarian

purposes. In the first instance, when a labor supply reached the desired level, a program often ceased; in the second instance, after researchers had filled their notepads, these programs folded also.

6. Let us now look at a most crucial area of marketing--"The Call." How should the publisher present his product to the marketplace? Does he rely on advertisement in professional journals? Does he exhibit products at professional meetings? Does he rely only on Direct Mail compaigns? Should he have publishers' representatives to make personal calls? The adult educational marketeer opts for all of the above.

   If a publisher's representative is used, what qualifications should he possess? Should he be a special representative, an adult educator. vocational oriented, or what? What are the expenses needed to make the call? What expenditures are available for materials at the time of the call? Does he have products desired by adult educators? Does he make a series of calls, or a one-time call?

7. What are profitable and unprofitable ventures? In the last two years we have experienced federal withdrawal of money for education, while at the same time educational bond issues have been defeated in many communities. Large school systems have been at the brink of closing their doors. Many communities have simply told their school boards, "We will not loan or give you additional monies. Do a better job with what you have."

   Publishers are faced with similar problems. When additional funds are needed to develop new products and expand their resources, they must seek funds. Sometimes they do this through stock issues, other times through commercial loans. If the business communities say, "We will not

loan or invest monies in your company," publishers, too, may be labeled unprofitable.

Ladies and Gentlemen, the Publishers' marketing problems are closely interwoven with those of adult educators. Our market objective and yours is to stay in business. To meet our objective we must have:

products that satisfy the needs of adult students;

products that satisfy the needs of instructors;

products utilizing sound educational methodology;

products meeting the objectives established by adult decision makers.

But we need your help. Only by working together can we all meet our objectives. The challenges are clear.

Working Session

MODERATOR:

If you talk with publishers about the kind of problems they have, and ask them to put some kind of rating on them, you would find many of them putting at the top of the list, the ability to evaluate materials in use. It is a very weak link in the loop for us and I believe for you in the profession of teaching. We understand the process of creating materials and understand it well enough that when it doesn't work we can make adjustments; we understand the process of marketing and when it doesn't work we can adjust it. The process that is most elusive is trying to get feedback, trying to find out how well a particular material did in the classroom or with a student. Mrs. Marion McAll of Holt, Rinehart, & Winston, Inc., will address us on that very question as it relates to ABE materials.

Holt, Rineharts, & Winston, Inc.

Marion Robinson McAll

Although it's a little late for Christmas stories, I want to share one with you because it came to mind when I was invited to participate in this conference.

A small boy was given a white shirt for dress-up occasions by his grandmother. The day came when his mother said that they must write their thank-you notes. She added that he was old enough now to write his own and should start with his grandmother's. As he protested she countered with "It's very simple. You just sit down and start writing like I'm doing." At this point she was called to the telephone. While waiting for her return he glanced down at her desk where two or three unfinished notes were spread out. They all seemed to start about the same way, "Dear So-and-so: I've always wanted a ----" (whatever it was). So he sat down and wrote,

'Dear Grandma, I've always wanted a white shirt but not very much."

My application of this little story has to do with those last four regretful words..."but not very much".

You see, from the publisher's standpoint, when I began to tick off in my mind the total production of adult instructional materials by our publishing houses as a whole - for there are notable exceptions, it seemed to me "but not very much".

On the other hand, as an adult educator, when I considered our accomplishments in terms of the myriad "unmet needs of the disadvantaged" - and again, there are notable exceptions it also seemed "but not very much".

And in fairness to both sides we must all admit that adult education is a very hard nut to crack. But that is why, I believe, that we are gathered here again in 1970 to crack a little harder.

So in the few minutes that I am to address you this morning on the subject of evaluating and servicing, I'm going to tell you about some of the things that we have done as publishers, and throw out some questions for your consideration dealing with problems we are still facing in these areas. First, Evaluating:

Obviously, setting up standards for evaluation procedures is among the first priorities. How can this be instituted?

How can our instructional materials, our commercial products and all the related media that is being developed be field tested and evaluated objectively? Will it be tested in terms of the specific need for which it was planned? Or will it be evaluated in an urban situation when it was intended for use in a rural situation, for instance, or for a particular ethnic group? They say, "One man's meat is another man's poison." This is particularly true in procedures of evaluation. What may not work for

one situation or market may be most effective for another one and must be evaluated with this in mind.

Publishers have been frequently confused in attending local, state and national meetings on instructional needs for the disadvantaged, to be told in a single day of numerous and contradictory priorities that must be met. Who's right? They're all right! For they are all speaking for different needs. So we cannot be tempted to generalize in our evaluating: "This is good, this is bad". We must be specifically accurate.

Who should do the evaluating? Universities? Administrators of programs? Teachers?

Should it be done on national, state or local levels? On geographical regional levels...with consideration for unique populations?

Another question: Could not the directors of large city and state programs and directors of adult education in other agencies, organizations, businesses and industries participate in evaluation by doing field and classroom testing and giving feedback to the publishers and producers? How can such information then be shared, organized and disseminated? Libraries have been doing a very good job for some time now in evaluating publishers material. The American Library Association has contributed annotated bibliographies and reviews of books oriented to job needs, home and family life, preparation for high school equivalency and related interests of these people. Could not house organs and other media do likewise?

I leave the subject of evaluation now to be picked up again in our Round-Table discussions and go on to,

Servicing:

The best service has its beginnings in the early stages with the construction of the product. In the case of a book, the selection of an

author, an author who is not only a subject specialist but is also knowledgeable in the philosophy of teaching adults. Where this is not possible, there should be a marriage of authors to represent these two requirements. This is one of the most important services we can give, for only then does our product have built-in integrity. It has not been "adultified" from juvenile material.

Our authors and consultants then are on sure ground when they are asked to address teachers and teacher-trainees on the effectiveness and utilization of materials for a variety of programs. "When is academically-oriented material indicated?" When is vocationally-oriented material indicated? When is a combination of them indicated?"...and so forth.

The publisher is expected to "sample" his wares generously as another part of his service. He is also called upon to supply innumerable teaching aids in the form of teachers' manuals, answer books, visual aids and other "helps". Sad to say, not infrequently, the teacher of adults may be an inexperienced volunteer herself needing all the help she can get. We hope the day will soon come when it will be required that <u>all</u> teachers of adults will be as specially trained as are teachers of children.

Workshops and demonstrations are among our most popular requests for service. Demonstrations of equipment vary greatly. They may include the ever-popular use of the simple overhead projector, records and tapes. This may involve live classroom situations with participation by the students. They may use tape recordings as they role-play the characters in a book or perhaps use the book as a script to broadcast live over closed-circuit TV to other classrooms. Then with the aid of a video tape recorder, the performance can be played back for future study.

As we develop more sophisticated materials...particularly in related

media..we are subject to criticism for failing to provide adequate pre-training as well as in-training for effective use of our equipment. What good is it to produce such material only to have it stored in basements of schools because the teacher doesn't know how to use it, or is afraid to try for fear of failing? We must do a better job in this area of servicing.

No doubt there are other areas in which the adult educator would wish for more help from the publisher and creator of instructional products for the disadvantaged. We need your help even as you may need ours.

Question: (Contacting publishers for in-service training of staff)

Answer: One of the publisher's representative's problems is scheduling of time. I suggest that you give at least eight weeks lead-time to the publisher. A week or two weeks is insufficient. Other commitments have been made. I also suggest that you write to the publisher and be specific about your needs.

Question: Are we trying to evaluate things like reading levels, mathematical skills? If we're working for something beyond basic education, if we are really looking ahead to the day when knowledge will be available in many different ways, we should focus now on living together, world problems, larger problems, we may have an entirely different kind of evaluation to consider. What I'm really asking, is don't we want to look beyond the basic skills?

A Comment: When an editor and an author start a program search for benchmarks; they don't need all of them, they need some handles to get started. Sometimes that answers the question, what do you want? I think perhaps in the field of ABE it is more difficult to pin down those benchmarks.

Question: (Concerning interaction and expanding media)

Answer: Publishing in itself is a means of bringing about some kind of interaction. Someone has something to say, a message to impart and on the other hand, someone can profit in some way from receiving that communication. Publishing is no more than an organized selection of the media throughout which this interaction process takes place. More specifically you are asking to what degree are publishers thinking in terms of some of the merging technology we saw last night. Most publishers are not functionally set up to become research people. To a great extent we must gear our activities to those levels of communicating that are already well established. In a generalized way, the only thing publishers can say in answer to your question is that until we see the emerging and exciting new media become sufficiently well established so that it constitutes an identifiable, measurable and predictable market for a commercially feasible place of making sales, we must stay on the sidelines and cheer like anybody else. We do have some very practical considerations to keep in mind before we can join the fray and make use of any particular form of technology.

Question: Does the AEPI have any influence over other publishers?

Answer: No.

Question: It seems to me if we are going to improve the urban area, we all must help. There must be some way the publishers could provide a service without financial concern.

Answer: The Institute is a trade association. If we were to take a unified step as a trade association, we would have some people in Washington on our backs. No matter what we did, it might be interpreted as restraint of trade, which is against the law. Each publisher in the institute makes his own

policies. The Institute does provide meetings. We have any number of them, the Great Cities' Councils, for instance, which is made up of members of the Institute and members of the great cities--superintendents, and curriculum people. This group meets twice a year. The Institute has done quite a lot, but the actual articulation of it has to be up to an individual publisher, that is a line that we work very hard to maintain.

A Comment: As a long-time frustrated publisher, I would like to bring the focus a little more on defining the adult education market and the content for a given segment of the market in terms of what adult educators need. If we could do that, we would know what to publish. Until we do that we can't write for the media with any chance that an evaluation technique will come up with a positive answer. As far as evaluation is concerned, I think that over the years we have used the simple, obvious things for evaluation. A wide range of criteria is still being used all over the country. But the evaluation techniques as such, don't bother me, because we know that as individuals, people are going to use their own evaluations, but what does bother me is that we can't adequately define the market so that we can build the proper materials. As publishers this is what we are hopeful of getting today.

Question: (On the area of marketing and feedback to the local situation)

Answer: Many adult "decision makers" visit conventions. Some say "send me a copy," "I don't want to take it on the plane," "I don't have the time to hear the philosophy of it." Sometimes the exhibit booths with so many materials from so many companies overwhelm the adult educators. How can adult educators go back and get their teachers interested in a new device? I would suggest again, if you could set up city-wide or country-wide workshops, invite publisher representatives to explain their materials, I do think you

will find it will be a bit more helpful. know this creates another problem, the time element. Teachers don't have time on Saturday morning. In your in-service programs, include publisher representatives and devote time to educational instructional materials. I think you will get a different reaction.

Moderator: I want to emphasize the fact that every publishing house has its own style, its own policy. However, if you are trying to contact someone in publishing and you don't know who that person might be or where the office might be, use the offices of the AEPI. One of the functions of our Executive Director, Austin McCaffrey, in leading the Institute is to be of service not only to the publishers, but to the educators.

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State University of New York

Chairman, Dan Ganeles
Associate Professor of
Education

I'll attempt to bridge the gap between the people who spoke earlier from the publishing companies and those people who are practitioners on the firing line. I'd like to comment on something that has been part of my up-bringing in the area of education. I go to many conferences and spend a good deal of time at the publishers' exhibits. I can truly say that I learn more from visiting with the publishers than I do from listening to the people who speak. While that excites me, I am often frustrated because every publisher I see has some little thing that would be good for a particular group or individual. The problem is that I have to buy reams of material in order to get the one little thing. How can we get the publishers to extract from their totality of package materials, those things we can use? We are told

to be selective as educators, yet when we want to be selective we cannot do it, because we do not have the money to select everything from which to be selective of. Is that a good way to put it? In this particular session we are going to be looking at what a particular educator said many years ago: "destiny is a product of three forces, the situations of the past, the crossroads of the future and the ability to make meaningful choices." It is the latter ability that makes us free men. Yesterday, you heard something about the past. We need direction in order to decide which of these crossroads to take to lead to the kind of destiny which we would hope to find in the years ahead. Now, to that end, we have brought together a number of prominent educators with backgrounds quite diverse and yet with many things in common.

I will introduce all of them and ask them to spend ten minutes, giving you a brief survey of one aspect of the prepared papers which you have previewed and which had time to do some introspection of our own beliefs and views. We allow time for discussion. First, we have Dr. Edwin Smith who is presently the Director of the ABE Materials Center at Florida State University, Tallahassee. His particular area of expertise is reading education, psychology and education. He has several publications. Following Dr. Smith will be Joe Mangano. Joe is Chief of the Bureau of General Continuing Education Department of New York. He has had experience from the top as a teacher interacting with students. Third is Raymond Daly who is the manager of an IBM-ABE training project. In California he was an adult literacy instructor. He is an author and a sports car enthusiast. Fourth will be William Quinly, Director of the Media Center, Florida State University. He is a librarian. He has a great deal of experience in the area of reading. I am glad to see that a number of librarians have come into the area of media. Finally, on the right, is Stephen Udvari, Associate Project Director, for the ABE

Rural Family Development. He is also an educational specialist in the area of correctional education and in curriculum design. He has taught all areas of adult education and was the instructor of the Men's Urban Job Corps in Wisconsin.

Florida State University

Dr. Edwin Smith
Professor of Education

The last time I spoke to a group of people about materials, I was virtually run out. To the publishers; the market potential, in my opinion, for the ABE materials today, is in upper elementary junior high school and senior high school. There are between 15 and 20 million functionally illiterate adults in the United States today, 10 million of whom are young enough and able to profit from ABE programs.

Who will administer education in the 1970's? We are going to have the youth offenders, largely made up of youth who have been driven out of the schools, the adult offenders, a very large percentage, are functionally illiterate, and the functionally illiterate graduates. The migrant stream and the children who are in the migrant stream today, will be candidates for ABE tomorrow. Public school, adult education day school, industrially, federally subsidized job training programs will be needed. It is not the task of private industry to do the education job. It's up to the government - all of us to pay for it. We'll need federally supported depressed area programs stressing individualized instruction, the learning laboratory approach, directed toward employability or employee advancement.

When considering the types of programs, certain principles of the programs

of the 1960's should be reviewed. Education for the under-educated adult should be treated as a job and a job for which he should be paid. Violation of this principle results in fantastic dropout rates. We checked one program which began with 180. We went back three months later, there were 20. Students should not be unduly fatigued prior to the learning session. Violation of this principle results in tired students becoming discouraged because fatigue supresses their learning rate. Our night school programs have been failures in ABE. Education should not cut too severely into recreational and family time. Violation of this principle indicates an ignorance of research. Many of the under-educated seek immediate satisfaction of desires. A conflict of interest and delayed rewards, not immediately relevant, tend to make the adult leave the programs. Adult basic education classes should not be patterned after traditional adult literacy classes. Violation of this principle will result in more of the same programs that have failed. The final principle; the program should be individualized in terms of instruction, time limits and contents. Time and class modules are loved by administrators but they don't do very much for education. The 1970's should not see a continuation of programs that do not work very well but which have been continued because they fit a concept of what literacy education should be according to the pattern already established. Among these that have not worked very well are the night school literacy programs and the old type volunteer teacher programs. The night school programs stem from an age when the Protestant ethic dominated our thinking.

What methods should we use? The use of diagnostic prescriptive approaches in a learning laboratory setting will probably dominate the learning program of the '70's. The methods presently available include, and here I'm talking of literacy reading, not of ABE, adult basal series, control vocabulary, programmed workbooks, mass media, machine dominated programs, correlated workbooks, the individualized reader and computer assisted instruction.

As research on both adults and children are sorted out, the eclectic approach will probably be used by sensible people in the 1970's. It is folly searching for just one approach, we've found that not just one method works. Attempts to group students homogeneously and get effective teaching has failed for 100 years. Adult education has a technology for all of the approaches needed except computer assisted instruction. The professional literacy educator will choose to select the best materials in accordance with his budget to implement all of the approaches. A disproportionate amount of money should not be spent on any one type of material. A well-stocked laboratory or library of books, workbooks, and teaching kits, should be obtained before spending heavily on audio-visual aids. One program spent $33,000 on some machinery that doesn't work very well. The program for a machine based program is no more important than the reliability and versatility of the machine. The material should be largely self-instructional. What new materials are needed? Materials that are of low-readability levels for use in developing skills in content reading skills; tests designed for informal testing in reading, writing, spelling, and arithmetic; vocational manuals written on a third and fourth grade readability level; packages of varied content in each of the adult basic education areas. We need lower readability levels designed to involve creative and critical thinking. Adult literacy educators presently have available to them, a greatly improved set of resources. These will get better in the '70's and new ones will be added. Hopefully, mass media, such as television, will not be tried again. It doesn't work. Teacher training programs should emphasize the diagnostic prescriptive approach. A well equipped learning laboratory can be developed for under three thousand dollars for materials. If what has been learned about

literacy education in the '60's is applied in the '70's, great progress will be achieved. Publishers will make available, the technology; hopefully, legislators will provide the money. Our number one key: who will train the educators?

New York State Department of Education

Joseph Mangano, Chief
Bureau of General
Continuing Education

This morning we heard from the publishers. As educators, I think we should take a good hard look at ourselves, and why we are in the situation we are in before we can do the things the publishers ask us to do. I was here in 1964, at the Cherry Hill meeting. Before we can start telling anyone what we want we must try to find out what we are trying to do. And I don't believe we are even at that point as yet. The legislation that was put into effect in 1962 with the first ammendments to the Manpower Development-Training Act providing literacy skills and followed by the Title IIB made a supposition that there was a very high correlation between raising reading levels and ending disadvantagedness. We went along with this almost blindly assuming that all we had to do was open up the doors and say come, learn to read and all your problems will be solved. I think many of us were sincere in that belief, but we never stopped to analyse all of the problems and all of the variables which confront the traditional literacy program or ESL program or programs for the disadvantaged which we call ABE. We didn't start at the base, where we should have to find out what it was that people really wanted to learn. I haven't met anyone who has come to a basic education class to learn to read. He came because he had another motivation and reading was a tool, put on in our educational system, have tried to make

reading the mecca. I think we ought to take a good hard look at what ABE is really about. On one hand, we talk about raising literacy levels. Ed mentioned expectancy and short term objectives. I think we did not do the research, we did not do the homework as educators to find out just how long it takes to get someone from a total illiteracy level to functional literacy. We admitted people very optimistically, without even testing and said we could create a literate person in a matter of hours.

I think we were biting off a piece much larger than the educational community could chew. As a result, expectancies from society on what all of this money was supposed to do, have not been realized. ABE has been looked at quite negatively in the funding areas because we are in a state of confusion. I think right now is the time, as we launch into the seventies, to begin to really define some of the things we are trying to do specifically based on what we have learned. This is one of the hopes I have for this conference. A pooling of information, sharing it with the publishers, and follow-ups to begin to set up a system of looking at what was good in the sixties and discarding that which did not work.

As Ed said, I too, believe that in the area of skill development, the prescriptive individualized approach has proven repeatedly to work better than the traditional literacy format. The use of programmed materials, doing away with the teacher centered classrooms and the flexible scheduling which is allowed in a laboratory situation, answer many of the questions raised by Ed about the competition for time. When we start to define or set our objectives, I think we as educators must become realistic. If we are indeed in our vocational programs, using the literacy tool for a specific job, then we better analyze what steps ought to be taken to reach that level of competency. What tasks must be performed? These must be our objectives.

Then we can realistically say to the funder, it will take X hours for the average person to go through this program. If on the other hand, we give the vague generalization that we've been giving about the better life and opening the doors of opportunity, etc., as soon as the evaluators come in and put to us the instruments that have been developed in the fifties and sixties, we can't possibly be successful because general education can solve the problems immediately. We are being funded categorically and immediately, we are not being funded for the general development approach of the K-12 system. Yet, we are trying to use the K-12 system to evaluate that which is not based on the K-12 system.

We now have models that are not only working with our out-of-school youths and adults, but the day schools are using the same materials and the same formats that we are using for potential dropouts. Yet this type of information is not being disseminated. I charge Washington as the "clearing house" to begin to look at a dissemination of on-going practices. Evaluation was discussed this morning and we were somewhat in disagreement. I think we as educators have not gotten down to the task of truly evaluating our programs because we haven't really come to the point where we've said this is what we are trying to do. The generalization era is over, we must begin to get specific.

As I see this problem of education of the under-educated, we have two major categories. The ESL program, English as a second language, predominantly for those who are speaking Spanish as a first, and the native born, predominantly urban in nature, recent urban migrations from rural areas into urban situations. In the area of ESL, we are still in the dark ages as far as operation and methodology is concerned. We are basing our classroom instruction, and that is what it is classroom instruction, on designs that

were meant and methodology that were intended for people with high literacy levels in their native tongue. It was mentioned earlier this morning and again by Ed Smith that the format was designed for an immigrant population, predominantly from Europe from the turn of the century to the late 1930's. The populations we are working with now, are not highly literate in their own language, learning styles were not developed in school situations in their native land.

What we need from the publishers and what we need from the universities in research are diagnositic tools for English as a second language for this type of individual, and then to develop software to be utilized with existing hardware in a lab situation. I have visited many ESL programs in sophisticated high schools where a language laboratory is in the building, used by the daytime students, darkened at night, and a class using a methodology of 1910. Software for these language laboratories could be a great help to us if the diagnostic instruments are developed first.

Ed mentioned the sad state of affairs in teacher training. I believe if we begin to specify more clearly the types of instruction we want, and if it is indeed prescriptive and individualization, the specific skills must be developed. This is a unified effort. The publishers must take on the responsibility of becoming more involved in teacher training and our traditional university systems must begin to change their methodology in the teaching of the language arts skills.

International Business Machines Corporation

R. F. Daly

I consider it a privilege to be here. The only reference that might qualify me to speak about school dropouts and undereducated individuals is that approximately nineteen years ago this April, I was kicked out of one of the best college prep schools in New Jersey. I can at least empathize to some degree the feelings of people coming into a remedial or compensatory program.

Joe Mangano, in his paper made a statement that I would like to emphasize: "Education alone cannot accomplish instant economic upward mobility". From an industrial point of view, we are really looking at a basic employability definition. The majority of the minority groups in the urban environment are not measuring up to what we have classically considered employable criteria. In the industrial setting training process, it is not so much what we use as media or curriculum materials but how you use it. The publishers mentioned standardized evaluation and measurement systems. I'm not sure I can agree because there is so much individualization in the needs of the people we are trying to teach and train. The basic objective is to bring an individual up to an economic survival skills level. This is just on entry level. Beyond that level we find a great deficiency in the educational systems of industry. There is a complete neglect of and ignoring of further upward mobility skills. How do you accommodate these? In my experience the problem of retaining the employee is a very critical one. Hiring statistics for the minority group is probably one of the most transparent statistics. They border on absolute hipocrisy. You can up your hiring rate and statistics beautifully by paying token lip service to hiring blacks and minority group

people. Unless you can retain these people on a long term basis in constructive and productive employment for their needs and the employers' needs, then the job is not being done.

I have a few overheads I'd like to show you that might emphasize my concern for the retention of an employee. There is a credability gap here. A training program must help bridge the misunderstandings between the employer and employee. Feelings are involved. My slides will demonstrate this. There is a great deal of difference between recognizing the values of the work ethic per se and really being able to adjust to and feel comfortable in it. I will introduce the foils by saying that some of the sketches were drawn by a young black student in my most recent NAB training project. They will demonstrate how this young individual did recognize the value system of the new environment. The tragedy of the situation is that this young man only lasted forty six days on the job after training. He was an attrition statistic. He left voluntarily. He recognized that industry requires that the individual be punctual and in attendance a great deal of the time, but he was not able to relate and live the new role. It was a frustrating experience. The title of the slide is "Why did't I get the job?" He emphasized the Afro haircut, the steelrimmed glasses, the bells, etc. He understood what the requirements were, but tried to dramatize in his drawing how non-conforming to these requirements closed the door to him. The next foil, "Can I make it". You may wonder why he is saying "ouch". He's depicting the ladder of success or potential upward mobility on his left, but unfortunately the ladder is on his toe and he can't climb it. There is a subtitle "Don't cry now, baby, you've got the chance, get your toe out from under." It is a very graphic sensitive description of what a minority group individual previously unemployable and unemployed feels, coming into a completely, new, alien, and

quite frightening environment. The next foil reflected his feelings during the training stage. In the top a rather small individual is flying on a bunch of balloons labeled IBM, NAB, and it is captioned, "I don't care what they throw at me, this ride is too beautiful to give up without a fight." Unfortunately, his psychological conflicts came into play. He drew a soul brother coming on pretty hard on a rocket about to shoot him down. This is a very interesting perception. Unfortunately, in business and industry we are very insensitive to it. What conflicts may be going on in the individual's mind? Why is he having hangups in the adjustment process? How can we help him to help himself to alleviate these conflict feelings? Along with the rather dramatic characterization of the soul brother with the rocket, this one man related to me that at one time he had written several comic books. The theme of the comic books, to give you an example of the imagination and latent I.Q. which cannot be measured on standardized tests, was a take-off on the James Bond 007 theme. His hero was Double O Soul, a pusher from the Bronx. He depicted all the conflict situations that Brother Double O Soul became involved in, the forces of good and evil. He really had a lot on the ball and a great deal of imagination. We failed in giving it sufficient time to be cultivated, germinate and flower in its fullest fashion. This slide very graphically demonstrates how he recognized the system; a young man is at a time clock. The time clock is time-dated 8:51. In my office, the workday begins at 8:30, he is late. Being a merit type organization, he perceived his merit bucks being blown away by the great white clouds in the upper part of the foil. He did recognize various differences, yet one of the reasons he left was his punctuality and attendance deviations. I think it is rather tragic that we don't recognize this and try and do something about it.

In this slide I plagiarize a little bit from Mr. Charles Schultz. This is my interpretation of how an average unemployed rehabilitatee must feel once they are on the job. Lioness is completely immeshed in the tinker toy, he is desperately asking for help. Unfortunately, in the job situation, people don't verbalize and come up to their manager and say "help, man, help". You have to perceive this in their behavior, see where they are acting out their needs for help and try to accommodate these needs.

In teaching minority groups you can frequently be surprised by their skills and talents. Academic skills are not the sole solution in industrial training. You need a bilateral approach, vocational skills as well as academic skills. The employees' chance for survival is greatly diminished unless we continue education in terms of a very concrete goal. In practical reality, unless an individual has a high school equivalency, his chance for long term advancement automatically has a lid on it. Unless in industry, we commit ourself to an ongoing education through GED we are just paying lip service in bringing people to industry. Industry should include education as part of the work responsibility of the individual, for X hours per day and pay for his study time.

Florida State University

William J. Quinly

The purpose of this brief presentation is to suggest applications of media which are available to those of you who want to take the time to be innovative. The most adaptable of all media forms is the 2" x 2" slide. The slide sets can be used with large groups or individuals; they can be used with the teacher present or in an automated sequence, auto-tutorial is the word

that we are using now. They can be updated and changed merely by changing a few slides. When teaching your students to count money, a picture of ten dimes, or a dollar, and four quarters, on the screen should be far more meaningful than drawing circles on the chalkboard with numbers. As a result of the Truth-In-Lending Law, many retailers are providing charts which list charges for credit. It is possible to acquaint your students with this information before they enter the marketplace. The interest rate for most credit cards is quoted as a percentage. The current 18 per cent rate will be far more meaningful to your student after he has seen a chart and been able to translate percentages into dollars. Some of your students may be learning to use the telephone, there would be application for a series on the telephone book. You can talk about the inside of the front cover where the numbers they need in an emergency, will be listed. The fact finding index indicates the subject headings used. Many of us have trouble, we don't know whether to look under automobiles or cars. Go to the yellow page which displays the information about the business organizations in the community. Those of your students who have mastered the dial telephone are now faced with the touch tone. A few words of explanation would ease the transition for these students. All of these visuals which I've shown you can be produced without artistic expertise or photographic talent, although I would be willing to bet that every one of you has access to someone who could cartoon, chart, graph, or diagram the teaching materials you require. All you need to develop a slide presentation is a Kodak Ektagraphic Visualmaker. This simple device has an instamatic camera mounted in the copy stand. The focus is pre-set and the flash cube provides the proper amount of illumination. The camera can be taken out of the stand and used in a conventional manner. With this simple device you will be able to provide everything for your class from colorful

maps for History to a Picasso for the culturally inclined. After accumulating your slides they can be put into an auto-tutorial or a self-instructional format with the use of a tape recorder. The auto-tutorial approach is particularly effective when you are simply conveying information. There is a big difference between teaching and conveying information. When the program is on tape an instructor can rest assured that all of the essential information with identical emphasis is included. The instructor is freed to do more productive work. Instructors have found that they can give a conventional hour long lecture in about 40 minutes. When you get up there do you pontificate a lot; give them a lot of garbage that they don't have time for? The instructor records his commentary on the tape advancing the slides by pressing the little red button on the cassette recorder. This provides a sub-audible pulse on the tape which will automatically advance the slides each time the tape is played. The responder board, an optional feature, contains a data card on which the students' answers to any questions contained in the slide lecture or the workbook are recorded. In a learning mode the program will not continue until the student responds with the correct answer. In the testing mode the presentation continues as soon as the student responds. You can appreciate how easy it would be to build a library of slides to answer the specific problems which present themselves at frequent intervals. When the student at the first of the year or the last of the year comes up and says I want to buy a used car where do I go? You can't stop then and give him the whole routine. Instead, put him with a tape and this will give him the whole picture.

The other instructional devices which will delight the hearts of those who want to be innovative is the portable video tape recorder. I have this Sony portable here for those of you who are not familiar with it. You are already acquainted with the units which can be brought into the classroom

for recording student or faculty presentations. I encourage all faculty to videotape one of their classroom presentations. It will probably improve instruction technique, it is guaranteed to make one humble. The Sony portable can be used anywhere in any available light. It has twenty minutes of recording time available on each tape. The unit costs about $1250. Since most classes are at night or at other times when it is not convenient to have access to the industrial, governmental or social organizations in your area a video tape recorder permits you to share the view of these facilities with your class and actually, a video tape recorder is superior, everybody in class has a front row view. You know what happens in a library orientation tour and they show you a little 3 x 5 card and say "do you all see this card?" and you are the 35th man back. We can give it to you on a video tape.

Most of you are teaching students who have failed in a conventional classroom situation where they were either bored with the progress of the class or they were unable to keep up with the group. Why risk a second failure in the same format? Through the use of media they can see what you mean. They make academic progress at their own pace, study when they have the time, and review difficult situations and lessons which they have missed. Media materials make it possible for the faculty to take into account individual differences. These individual differences are what we have been talking about in education for the last decade. If you can take into account the individual differences, you should have quality education.

University of Wisconsin

Stephen S. Udvari
Associate Project Director

We have been listening to some ideas of change. Change is a very difficult concept to get across to any person. I want you to experience a form of change.

Take your hands and clasp them in the way that you generally do. Now take a look at your thumb, which thumb is on top, left or right? If your left thumb is on top you are a member of the matriarchal family; if the left is on top you're the wearer of the pants. That is really not true. The importance here is to observe what occurs, now shift the position so that the other thumb is on top. This is going to require the movement of the entire forming of the hands. You have to move your entire finger mechanism up one notch. What occurs? What about that little finger on the bottom? How does your thumb feel on top? Does it feel comfortable? See the effect of a simple change in a life style that you now possess. Imagine what a difficult thing it is going to be for those adults you are about to teach.

I advocate a new curriculum design for the culturally unique. One of the chief roles of this conference should be a spinoff for a national conference to establish a national philosophy for ABE. We really do not have a philosophy for ABE as such.

In the materials, we are all concerned with a literacy program. And the literacy program is focused directly on achieving employability in adults. For the most part this is good, but it's major focal point is wrong. There are many who simply see ABE as a transient type program that will resolve itself simply by having its individuals go into the employability rank. This is not so, as Mr. Mangano so very aptly put it. A good portion of the participants in the ABE program are really not looking for literacy skills, they are not looking for the three Rs of literacy, reading, writing, and arithmetic. We should look at the three Rs of ABE as role, relationship, and responsibility. Those are the kinds of concepts you need to impart into adult individuals. What kind of life role are we working towards for adults? Sure he says, you get me ready for employment, but that is really not the

answer because, I'm not too convinced that employability for me is the end result. If automation is coming along and knocking out all of these jobs, whose job is going to go? It is going to be my job that I worked for. Man is taking a look at himself as man becoming obsolescent. We need to take a look at this basic concept that man's drive is directed toward the idea that he really needs to take a look at life itself. And I don't mean this in a nice, rosy philosophical way--it is not. But ABE should be stressing one thing, to improve the quality of life for individuals. This is what the adult is really looking for, to improve the life of individuals. You need to equip him with certain kinds of strategies. The poor has no strategies for getting out from where he is, absolutely none. He has not had experience in dealing with strategies for his own use, to determine his own destiny. So our material needs to be developed in this regard, towards establishing strategies and these strategies fall into three basic categories; where to go, who to see, what to do. These kinds of strategies can be designed into single concept units that the individual can refer to. In a particular program which I am working with, we are developing these kinds of small unit concept measures which may eventually be arranged and put into a kind of encyclopedia of life coping skills. Our curriculum materials should be designed in such a way that they equip the individual to cope with life events he is about to be faced with in his daily life.

In my paper, I gave you a conceptual design of a basic education model on page 11 in which I showed a cube form and interrelated a number of related factors. In the affective domain there are four basic needs that man strives to achieve in life; need to know, need to relate, need to work, and the need to contribute. These are the needs that this particular group, the culturally unique as I call them, are striving to attain. There are four basic goals

that education has established in a long distant past, the goal of self-realization, human relationships, economic efficiency and the goal of civic responsibility. Notice that two elements are integrated--that self-realization is really the need to know, that human relationship is the need to relate to others and the economic efficiency is the need to work and the civic responsibility is the need to contribute, to be able to feel that you have had some small part in changing life around you. Within the same context, we should be taking a look at the major roles that man plays. There are three r's and the first r is role, his role as a person. The second role of an individual is a parent; that helping relationship, the extending ones self outward into the scheme and into the lives of other individuals. The role of a worker. That must be in there because all men must work, he needs to work, there is a dignity in work, and all individuals look for some dignity in their work. We must be very, very careful, we don't channel the poor, the culturally unique, the deprived, into those kinds of areas that society has already rejected by saying that this is the lowest status job and that is the only thing open for you. We have to be extremely careful to create new kinds of roles in work relationship situations that individuals may progress and be able to see himself progress in some kind of a promotional scheme. His life role as a citizen is the continuing education of man. If we start designing our materials into single concept units, you can design a variety of these in the basic concepts of ABE. There are many kind of skills that the individual can acquire, being able to learn to read, write and communicate with other individuals. These I call literacy skills. There are social skills. The ability of the individual to communicate with other individuals on a human relationship level. We are noticing more and more, that we need to incorporate this into all kinds of programs. We need to talk to one another. This

dialogue, needs to be enforced in some way, by opening channels where the dialogue may flow freely. There are vocational skills which are in the realm of economic efficiency, the need to work well and the concept of productivity. We need to have the individual acquire vocational skills. Our program should be designed to permit the individual to acquire certain skills that he may then apply into his life frame, that will make his life useful and the lives of other individuals useful. That is the idea of production. The last idea is the idea of coping skills in general. The ability of the individual to deal with his own life frame. Sometimes that is a hard pill to swallow. And I'm not advocating holding the individual where he is, nor am I advocating having the individual move out from where he is into some other other particular area.

I am involved in a program that is dealing with rural adults called Rural Family Development. We are not advocating moving individuals out of the rural areas into urban areas to create larger urban ghettos or pockets of deprivation. What we are advocating is that the individual is really capable of creating for himself those kinds of strategies that would make life more bearable for him in the particular area where he is. This will mean many things, getting different kinds of jobs, being able to move out from where he is and communicating with others. We can design the materials that will channel the individuals into these kinds of things, for instance, if our intent is to have the individual able to communicate with his elected representative, at crucial times, we should design materials on a national level with national implications, national orientation, but with local supplements. As an example, part of his problem is pollution. It is a very difficult one for everyone right now. What we can do is to create a lesson on pollution and

at the end have a card which would then indicate to the individual how he can express his feelings to his representatives. He simply tears out the card, signs his name to it, checks certain kinds of things, and sends it on to his elected representative. These particular cards in the beginning may be designed in certain ways which make it very simple for the individual to send them. We ultimately start removing the crutch and have the individual move to writing his own cards, buying his own postcards, finding out to whom to write and other kinds of strategies.

CHAIRMAN

How many of you have questions you would like to address to these gentlemen?

Question: (Re: Employability of minority groups.)

Answer: In dealing with unemployed minority group individuals, the media we have are not used to their full extent. For example, we used GED materials. We pulled out the language skills, some basic math skills, and things of this nature. We completely neglected the rest of it and in doing so we are really not setting a clearly defined goal. I feel that in industry we have an equal responsibility along with the public agencies, to make sure that we have a fruitful goal of permanent employment. I consider high school equivalency as a mandatory item in giving a person employability opportunities in any corporations.

Question: (Re: Job training programs)

There is concern about the employees' long term sucess. There are lids on it. Bringing a person up to a literacy level of the 8th grade, is fine, he can survive. An initial training project, 4-6 weeks, is just to get the person in. Beyond that we should pursue higher educational and vocational goals so that the fellow isn't locked in a broom job.

GENERAL SESSION II

United States Office of Education

Chairman, Betty Ward
Education Specialist

We have the pleasure of presenting to you, Mr. I. M. Greenburg, from the Office of the Assistant Secretary for Defense. Mr. Greenburg is Director of Project "100,000." Mr. Greenburg.

Project "100,000"

I. M. Greenburg
Director

Nearly three and one-half years ago, the Department of Defense lowered its entrance standards. We have taken about 260,000 men who would have been rejected previously because of insufficient education or certain physical defects. About 7 per cent come in under our Medical Remedial Program. The other 93 per cent are men who would have been rejected for failing the Air Force Qualifications Test. We did not eliminate standards. Our standards are geared at a point where they will fail about 10 per cent of the military age population. Like any employer, we were trying to get men who would be more easily trainable, give us fewer disciplinary problems, and raise effectiveness of the force. We lowered standards essentially for three reasons: (1) to broaden the opportunity for enlistment, (2) to be as fair as possible, (3) we were interested in making a contribution in upgrading the capability of these men as a by-product of the training and services they would receive in the Armed Forces. This we call "the social goals of the program." Key policies guide the strategy of the program: (1) we were not lowering performance standards for being graduated from any training course or for staying in service, (2) we spend time and effort in helping raise the men to the proper performance standards, (3) we avoid singling them out

or stigmatizing them in any fashion. The men do not know that they are a part of Project "100,000." We do not single them out to their trainers or supervisors. We are able to keep track of every individual because our fourth policy is to monitor results very carefully. We publish rather detailed statistics on this program from a computerized data system. Nearly a hundred items of data are tracked on each man. This provides us with information on their characteristics and a full history of their service. We know how much extra time they spend in training, kind of training, where they are assigned, when they are re-assigned, promoted, in trouble, decorated, separated and the reason for their separation. The same tracking is done for a control group.

I will give you a few items which are significant to you. They score between the 10th and the 20th percentile on the Armed Forces Qualifications Test. The median score is the 14th percentile, which means that about 86 per cent of men in the country score higher than they do. That score is roughly equivalent to an IQ score of about 80. We were surprised to find that about 45 per cent were high school graduates. They average ten and one-half years of school with average reading ability at sixth grade level, 15 per cent cannot read at fourth grade and 30 per cent of them cannot read at fifth grade level. The training package includes remedial literacy training for those who will have difficulty in basic or skill training. The second element of training is basic training which they take with everybody else. The third element is skill training. They are trained in military skill either in school, training center, or on the job. The fourth element is the building of self-confidence, improving work habits, giving them a sense of achievement and a whole new outlook towards life and themselves. We are training about fifteen thousand a year in remedial literacy programs in a period of three to eight weeks depending on the individuals' needs. The materials we use vary among the training centers. They are usually self-paced materials. The average individual enters at about a fourth

grade reading level and leaves at about sixth. The usual day is four hours of reading training, one hour of math, one hour of social studies, two hours of military training. We have been successful with it primarily due to the fact that it is concentrated. The instruction is individualized, the teachers are highly motivated and we convince the men that it is something that will help them later on in their military service. We do not treat it as literacy training, but as preparatory training or refresher training prior to entering military training. After that they are in basic training with everybody else. This is a very important part because basic training stresses motor skills rather than cognitive skills. Being in with everybody else, most of them do very well. When they can see that they can pass something that they can do as well or better than other men, it gives them self-confidence. People say you cannot change human nature. Advertising men and drill sergeants do not agree. We do not know much more about teaching reading than other people; our strength lies in our vocational training courses. The men are trained in some technical or administrative skill. 40 per cent get combat training. The military is very good at vocational training. We have been training in more than two hundred different skills including automotive skills, field linemen, cooks, supply clerks, medical technicians. The training is functional, job related and the performance objectives are very clear. It is rich in its training equipment, use of audio visual aid, simulators and other modern equipment. We modify courses for men who do not read well. Some material is written at eleventh and twelfth grade levels. It is unnecessarily difficult. We revised and simplified the material and found that this has helped in the training. The men receive help if they need it; some of them re-cycle training. We tutor in the evening. We found that these men will do well in this type of a training environment. They do not do well if we put them in a course where the material

is difficult to read, with theory and concepts involved or a lot of math. We get about 90 per cent graduating. The military environment, the entire setting, serves as a training device. We are giving a form of residential training. We build self-confidence and improve work habits. We convince them that even though they may have had some history of failure, they are in an environment in which they can be successful and we hope that it carries over once they leave the military. We have all the supportive services. If they are sick we have a place for them to go. If they have legal difficulty, we have the lawyers. If they need counseling, we have chaplains and counselors at the schools. If they are mentally disturbed, we have mental hygiene clinics. It is a closed loop, a complete package; literacy training, job training, motivation training and most important, a job. It is all there. There are no intervals, no gaps. The man knows it is training which he will have to apply. I think that contributes greatly to the success of the program.

You can judge best what lessons can be learned from our experience. I have a limited number of copies of this booklet about the program that you may look at. If any of you want more information about the program, I'd be glad to send it to you.

Question: Do you have follow-up on performance after separation?

Answer: We are close to pushing the buttons on a computer now to get the first indications. The difficult part is finding the control group. It is technically a very difficult measuring job. My guess is that they will not be doing as well outside as men who scored higher on the Qualifications Test. We are optimistic because we see changes taking place in the men themselves.

Question: (Re: group visitation to training center)

Answer: Groups may visit our training centers to observe classes and see the materials we use. If you are interested in materials, you have to be rather precise in terms of describing what you want. Then we can either send it to you or tell you where to go to visit and observe.

Question: (Re: choosing of instructor)

Answer: We have not modified the way we choose instructors. We give non-coms several weeks in instructing techniques, a little elementary psychology of learning, etc. We use some civilians and military personnel in our reading programs.

Question: (Re: duplicating the setting)

Answer: You can never duplicate the whole setting. It is the environment as much as materials, the businesslike approach, the organization, We use commercial material prepared by the United States Armed Forces Institute in Madison, Wisconsin and borrow some from the Job Corps. In the field of vocational education we have modern shops. We give each man a transmission. We train the automotive mechanic in seven or eight weeks.

Question: (Re: learning by listening)

Answer: We have been spending a fair amount of money to find more advanced ways of teaching these men. Our research is telling us that listening is very important. We are finding that they can do well by listening without training in reading. We have not developed and employed a set of materials on how to improve listening.

Question: How do you divide the groups?

Answer: Those that go into remedial reading have rather individualized instruction. When they go into basic training or skill instruction we know everyday where he stands. The team of instructors in every course sort them out in terms of their daily tests and concentrating on those who are having difficulties. It is not done in terms of "you had a low score on the AFQT. Therefore, I am going to give you special treatment."

GENERAL SESSION III

United States Office of Education

Chairman, Mary I. Pendell
Project Officer of
Special Projects

The Conference Committee tried to find a way in which we could propel the results of this conference into the Seventies and share the results with others. As one of the components in their "rocketry," they decided to have a position paper on the "state of the art" and curriculum materials development in ABE in terms of the concerns we have been discussing.

We were very fortunate in engaging the Associate Education Editor of Saturday Review, Mr. Wallace Roberts.

Saturday Review

Wallace Roberts
Associate Educational Editor

In thinking about summing up the last three days I acquired an idea from watching television last night. It was a commercial for a bank. It was purported to be a news cast from 1984 and the gimmick, of course, was that they were still paying the same interest. There was one new note; the newscaster was dressed up in a space outfit with a sort of a bubble over his head. He reported that science had made a tremendous discovery in regard to air pollution. It would allow people to take off their bubbles one hour a day. Air pollution and ABE share the same kind of problem; nobody is really in favor of air pollution. In the same way nobody is really against adult basic education. Being against air pollution and being in favor of all kinds of education have sort of replaced motherhood and apple pie as chief American concerns. To me this raises some difficulties. There is no one really against any form of education. There is no wall to butt against and it is very hard to come up

with provocative and hard debates about some fundamental ideas. There is debate about operational ideas and it is necessary, but there is very little to butt against that would produce examination of basic principles.

The way I would like to summarize the last few days, is to point out and share with you, some of the things I have learned about adult basic education. My contact with it up to this point has been mostly experimental; my own contact with illiterate adults and some very limited contact with various programs. Being immersed in it and dealing intensely with it for three days, has been a really enlightening experience.

First, some of the problems or perhaps all of the problems that face adult basic education appear to be the same kinds of problems facing the other areas of education. There is the confusion of goals, a great emphasis in trying to find out the single purpose of adult basic education; whether it is to train people for jobs or to educate the whole man. One of the things that I draw from this is that there probably can be no agreement. The debate in education about its purpose is an eternal one. It goes back to the time of Horace Mann; back to the Greeks and even to the Egyptians and the people in the Middle East. Nobody has ever been able to decide the issue. Is the time spent in debating the one single goal of adult basic education worthwhile? I do not know. I think some of it is worthwhile. To my own mind, it is an irresolvable problem. There is the confusion of goals about large policies, goals for operational programs which results in an attempt to create programs which will satisfy everybody's goal. You get programs that really do not accomplish much. Survey courses in college education, for instance, are an attempt to put the student in touch with various aspects of culture. They are considered by many people to be a complete waste of time. They are insubstantial. They touch on a lot of bases, but you never get into something sufficiently.

There is another implication in this problem because there is a confusion of our policy goals, operational goals and operational programs and none of it seems to be working well. Educators, ABE educators are under tremendous pressure to come up with something that will work. This pressure is frustrating to the people involved. This happens with teachers in the urban ghettos dealing with the poor. It happens at the college level and the high school level. Another aspect is that there is much debate and much confusion created by the levels of learning. Some people come into adult basic education unable to read at all and at the same time they may be able to do Algebra, a complete mismatch of abilities. I found in the meetings of the last few days, more sensitivity about the incapatability levels among adults than there is among children. There seems to be a genuine concern here that you are wasting an adult's time if you make him take fourth grade mathematics as well as fourth grade reading, when he needs the reading but he does not need the mathematics. I find this interesting. I'm wondering what would happen if we had the same concern for children being bored, as we do for adults and made school voluntary as we do for adults. It would probably produce significant changes in education. This is from my own perspective and it really does not solve any of the problems of adult basic education.

The really dominant feeling that I got from this meeting was that there was a tremendous pressure for creating models for creating national policies, for producing guidelines that would enable publishers to come up with a widely adaptable curriculum. I was impressed with the pressure. Illiteracy in adults and the disastrous effects it has, creates a situation in which the people responsible for remedying the situation feel a tremendous amount of pressure. Peoples' lives have been ruined and they are continuing to be ruined. The problem is, that the failures of schools have become so clear to so many people that this pressure for finding the solution is building up to a level which I

find a little bit dangerous. On the other hand, I think it is the only way the problem is going to be ever attacked in a systematic, organized way. Education is like a little black box. You put a teacher and student in, close the top and something happens but we do not really know the process. The answer may be impossible to find, but we have to try. At the same time this necessitates a realization that there may be many different kinds of answers. What is needed is a wide variety of experimental approaches. Some of them are going to fail but what we have is failing too. The same things applies to the concerns about evaluation, about providing a clearinghouse for the transmission of ideas about curriculum. These are all good basic ideas, but providing a clearinghouse for the exchange of ideas about curriculum material is only going to provide a limited effect in attacking the problem of how do you educate people for whom the normal system has not worked. It is a very limited kind of tool but it is a necessary tool.

I have not gone into detail about what various speakers have said, you know that. I wanted to summarize it in the sense of what I have learned.

I would like to offer a couple of thoughts about some of the kinds of things that have not happened here, have not been said. I think they are fundamental, crucial and need to be said at meetings like this. We are really talking about social and economic class. Education is an upper and a middle class activity. It is a play activity; something to occupy people's time. Civilization is built on man's potential for play. Somewhere along the line, the cave man had too many brain cells or more brain cells than were needed for simply mere survival. He built a civilization and within civilization, formal education has always been an activity for upper and middle class. This goes way back to the Sumerians, the first known classrooms. I think this is very basic to any discussion of education, especially adult basic education. We spent the entire time here talking about lower class people without really

acknowledging the fact that they were lower class. We have all kinds of euphemisms being used for not hurting people's feelings. But actually, it is an insult to their intelligence to call them other than poor people or lower class people; they know what they are. They are ashamed of it because they have been made to feel ashamed of it. There is a more important idea when we talk of educating the disadvantaged, whether they are children or adults. What we are really talking about is making them middle class. There is nothing wrong with being middle class, I am middle class. I am not knocking the middle class. I think we must realize what the process actually is. We are taking lower class people and we are trying to give them values and attitudes of upper and middle class people. In one sense they need those values to survive in this kind of a culture. There are no more jobs left for lower class. The pressure of the entire culture is based on literacy. The real definition of class today - it is not a social and economic division as much as it is an educational one. The illiterates are the lower class people. Thinking in those terms necessitates making different assumptions about the process. It means recognizing that there are many values of lower class lifestyles that are valid for anybody. They are intrinsically valid life styles and intrinsically valid values. This means that a culturally imposed idea cannot be pressed upon people unless we are careful of what we are doing. We need to examine the whole process in detail.

The system is under attack in many places and probably for many justified reasons. The system is staffed by people. People destroy as much as they create. There is a basic ambivalence about life and death. We act it out in many unconscious ways. I think a lot of the criticism of the system is unfair; not because it is not a good system, but because the system, in my mind, does exactly what it was designed to do, and that is to screen out people. The whole

thing is a filtering device. Along the way various people who have come to the limits of their academic abilities simply filter out. The ones who are able to survive are those who are able to make it through the system. The system operates so that white middle-class kids can make it through the system even if they do not have the kind of academic abilities that the system rewards. In that sense, the system is unjust and in the first sense it is unjust, but it was not designed this way rationally. It was designed this way by cultural values. It is a system based on achievement, the work ethic, etc. It reflects the values of the dominant culture.

The specific cultural values which our education system reflects are not necessarily American. Again, it comes back to class. I think a perfect example of this is Tolstoy's Anna Karenina. There is one scene in which Stephan Oblonski, one of the main characters and Levin, meet in his office. Levin becomes fascinated with the fingernails of one of Oblonski's colleagues. The fingernails are very long and Oblonski has this kind of morbid fascination for this man's long fingernails which he flashes around. Oblonski explains to Levin later that Grenovitch has to show that he does not work with his hands. Grenovitch is a clerical employee in the Russian bureacracy and he feels very class conscious about not being associated with the lower class which has to work with their hands. Now, I think what the problem really comes down to is not how to create a dissemination model for adult basic education materials, but really creating a kind of culture in which people do not need to grow long fingernails.

Chairman: Thank you, Mr. Roberts, for your observations.

Mr. Schultz and his committee have been working very hard. He will give us the highlights of the recommendations from the working groups.

United States Office of Education
Region V

M. Eldon Schultz
Adult Education
Program Officer

What I shall attempt to do in these brief moments is to try to synthesize the statements handed to me at the end of the third working session a few minutes ago. I think it should be made clear to you what I am about to say are not essentially endorsements of ideas but they are the summations and concensus of the written statements developed by the ten working groups.

First, it is my general observation that the voice and the viewpoint of publishers should continue to get through over an extended period of years to all of us in the Adult Basic Education enterprise. As I have read through the recommendation statements, I sense that the voice of the publishers has been either overpowered or not fully recorded. Maybe some of the educators who are inclined to be vocal have dominated the discussion. At least, based on the written record, so it would appear.

I know that in some groups there was vital discussion and dialogue between publishers and educators but which did not show up in the written recommendations. However, much has transpired between producers and practitioners. I'm reasonably confident that these two days have been a venture in getting acquainted. If a gap in communication ever existed between the printing industry and the educator, surely a bridge now exists for further discourse; but I suspect that the new understandings and the new relationships are a fragment of what needs yet to be achieved.

If this be the case, it is my personal suggestion, as the voice for those who are here assembled, that it might be entirely proper and appropriate if in the near future the American Educational Publishers Institute (AEPI) would submit an amended statement of recommendations or resolutions to these proceedings.

A one, two or three page statement might lucidly set forth the policies, the expectations, the kind of working relationships that from the AEPI point of view ought to be better understood by all of us in the educational enterprise.

My second observation relates to the proposed model for a communications network. What has been suggested up to this hour has merit, but I think somewhere along the way some organization or persons are going to need to take a hard look at how such a model ought to be brought into existence either legally or in ad hoc capacity. There needs to be a clear understanding of how it is to be managed and to whom it is responsible, and obviously the matter of funding cannot be overlooked. There are some good ideas which have come to the forefront on this matter of a model for a communications network. I would hope that what has transpired here will become the basis that will in the near future bear fruition.

A third observation relates to curriculum development, I personally regard it as rather urgent that State Education Agencies seriously consider their role and their responsibility in developing curriculum guides. Very few states have done this. Those prepared by the U. S. Office of Education suggested topics appropriate within the legal parameters of the Statute and the Regulations. Some of the largest cities have developed their own curriculum guides for classroom use. For the most part, these have considerable merit. In states where the State Education Agency has not shown initiative on this score, I suspect that there is some floundering with trial and error on the part of local school districts. Teachers wish to do a better job, and yet they seek in vain. There are restrainsts in any number of states - either political or financial - in which the chief state school officer and his staff have taken a dim view of suggested curriculum buidelines. But I ask in all seriousness, if the purposes for which this conference was created are to be dealt with seriously, then is it

not cogent that all who are here assembled and those whom we represent have a clear focus on what the state education agencies expect in the way of classroom performance and teaching materials within the state over which they have administrative responsibility. If comprehensive, adequate curriculum guidelines were extant and if these were regarded by ABE personnel, state regulatory agencies, professors and organizations including AEPI, as models then both publishers and educators could readily determine what new or better materials are needed. If we assume that the law of supply and demand prevails, then educators and publishers alike need to assess what new materials are needed to meet the needs of ABE clients. At present, it appears that considerable duplication of materials exists.

A fourth observation relates to a curriculum clearinghouse. If I read correctly what reporters have submitted, I sense an implication which suggests increased centralization of authority about what is taught. Maybe it is the intent that such a clearinghouse function primarily as a disseminator. If that be the case, then most of us favor it. However, I think it ought to be said for the record that the law (Adult Education Act of 1966) clearly limits the role of the Federal government in developing a national curriculum or in exercising central control over the curriculum. Since the Federal government is prohibited from doing so, and if the State Education Agencies do not do it, are we not then working in an area where there is a substantive void? If publishers, writers, authors, media specialists, wish to give the kind of professional contribution that they need and we deem essential, it seems to me that we are going to need a clearer focus on curriculum content.

My fifth observation relates to sensitivity training. Several of the group reports refer to it. In the area where I live, this subject is somewhat

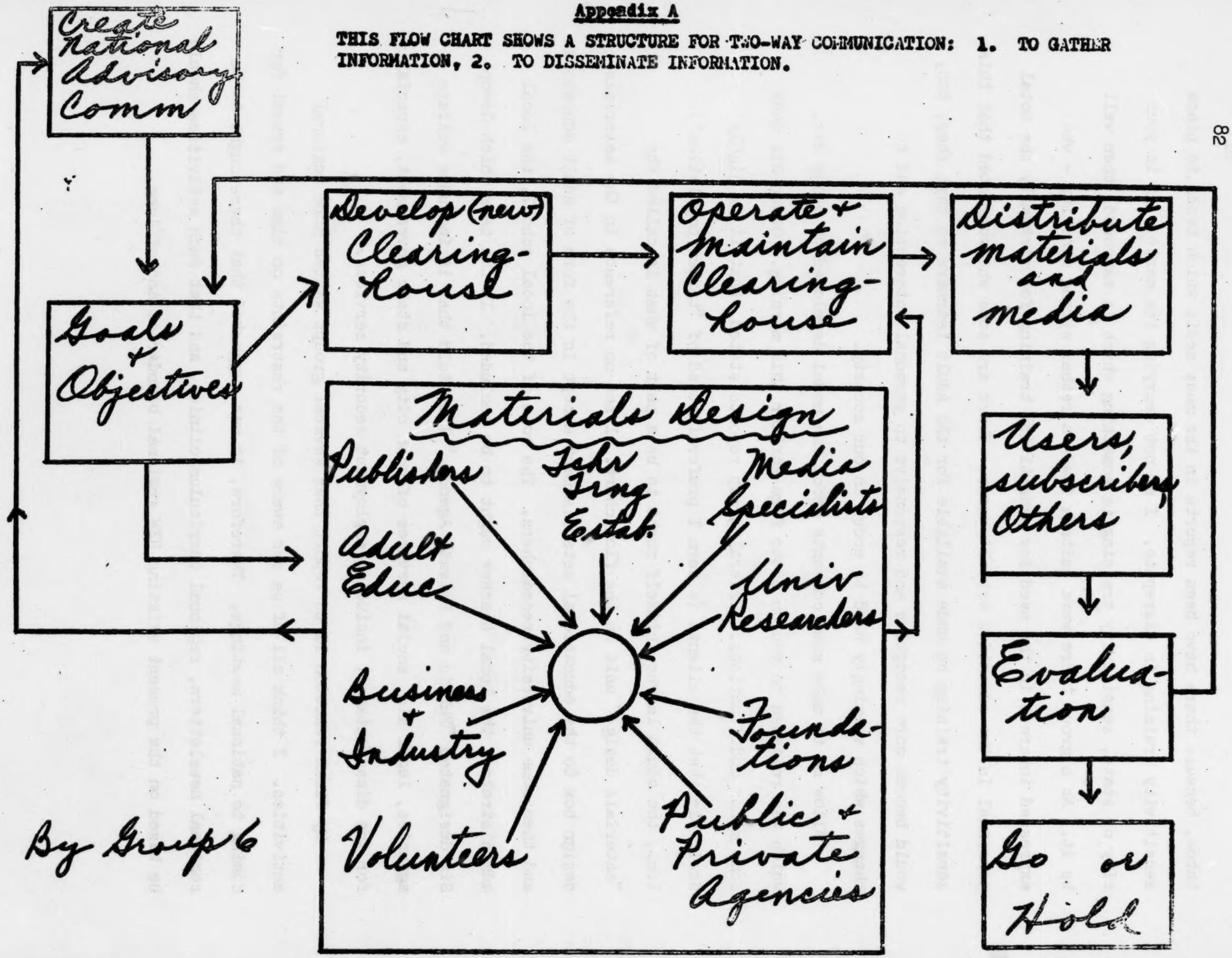
taboo, because there have been reports in the mass media which tends to place sensitivity training in disrepute. I am not decrying its merit. If in your city or state, sensitivity training is something which is espoused, then well be it. As a group there were quite a few - a rather strong minority - who expressed interest in the need for sensitivity training for virtually the total personnel in the education establishment. There are some who suggested that this sensitivity training be made available for the adult learners so that they, too, would become more receptive and responsive to personal interaction and to changes which seemingly need to occur in our society.

Allow me to make some comments about the model developed by Group Six, which was released to you on ditto form earlier this morning. Group Six made some minor modifications. Several group reports stated that it is highly desirable that the clients (a term I prefer instead of "target population"), i.e., the adult learner himself ought to be a part of what is called the "materials design" unit on the flow chart. I see no reference in the materials design box to the educational establishment except in the form of adult educators and then some university researchers. The role of the local school, the local administrator, the local teacher ought to be included. In the term which Group Six designated "Public and Private Agency," I am told that it includes welfare agencies, legal aid, social services of both city and state government, especially for the disadvantaged, including employment security services.

My final reaction is to report that several groups wanted more regional activities. I think all of us are aware of the restraints on time and travel for coming to national meetings. Therefore, it was suggested that there ought to be regional newsletters, regional curriculum clinics, and that such activities should be based on the present existing HEW regional boundaries and offices.

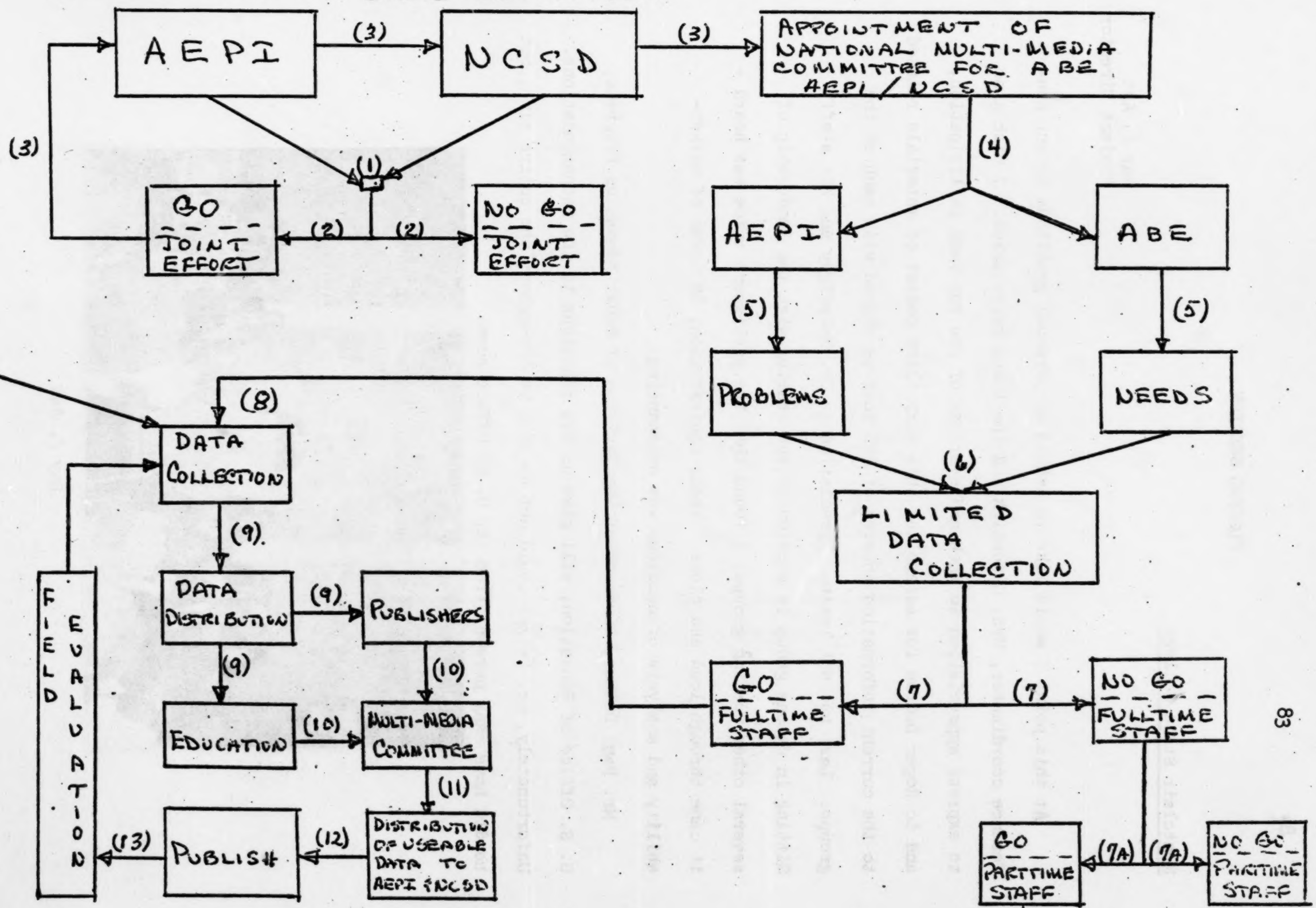
**Appendix A**

THIS FLOW CHART SHOWS A STRUCTURE FOR TWO-WAY COMMUNICATION: 1. TO GATHER INFORMATION, 2. TO DISSEMINATE INFORMATION.




By Group 6

# FLOW CHART OF A MODEL FOR A COOPERATIVE NATIONAL EFFORT (AEPI/NCSD) TO DEVELOP MEANINGFUL, USEABLE MATERIALS IN THE FIELD OF ADULT BASIC EDUCATION



CLOSING SESSION

Montclair State College

Ray J. Ast
Project Director

At this point I would like to extend my personal gratitude to our conference coordinator, Mrs. Ouderkirk and the three secretaries. I wish also to express appreciation to each and everyone of you for your participation, and to Roger DeCrow for assembling this very thick packet of materials related to the current information sources of ABE that we shared with each of the groups. Last but not least, appreciation to Dr. McCaffrey and his staff. Sitting in on one group in particular and sharing with the leadership of several other working groups, I found that the publishers voice was heard - it came through loud and clear. Their contribution, in terms of marketability and analysis of problems was outstanding.

Mr. Paul Delker, Director of the Division of Adult Education Programs, U. S. Office of Education, will give us his reactions to the recommendations. Unfortunately, Mr. Delker could not be with us throughout the entire time, but he did have many persons from the U. S. Office here.

Ray J. Ast

United States Office of Education

Paul V. Delker, Director
Division of Adult Education Programs

Let me say that the views which you will hear are my own and not necessarily of my staff. They have to live with me as it is and I do not want to misrepresent them. I was pleased to be able to be here for at least part of the working session this morning, the summary and recommendations. Within the months since Commissioner Allen has been at the helm, we have had two highly significant pronouncements on national policy affecting adult education. I think Wallace Roberts was correct when he assessed the pressure that there is on all of us, including the national policy level, to articulate programs that will generate effective solutions. The first to which I refer is, of course, Commissioner Allen's "Right to Read" program. Commissioner Allen's speech concentrated on improving the existing system. There was a very significant reference to the adult illiteracy problem and in conversations which I shared with the Commissioner since his speech, I found this to be of equal importance in his mind. A few of us were privileged to get together recently at North Carolina State University where Dr. J. B. Adair and Dr. Edgar J. Boone hosted a planning meeting to try to articulate what it means in the right to read phrase to

eliminate illiteracy in the decade of the Seventies. We came up with a new definition. It took us a full day to get off the hangup of grades 1 - 12, but we finally made it. Our definition reads: When we ask ourselves what does it really mean to eliminate illiteracy in the Seventies? It means that all adults will have the ability to read, write and compete with the functional competence needed for meeting the requirements of adult living. It is very simple. The words "functional competence needed for meeting the requirements of adult living" I think, are meaningful. The definition has to be operational. We attempted to develop a plan. Obviously, the content of that definition will change its self during the decade of the Seventies, because the requirements of adult living will change. Unless an individual can function in the adult life, he is by our definition, not literate. Now, is this a feasible target? I think it is, but those of you who know me, know that I am congenitally an optimist. I think it is feasible if we look at society correctly and view it as a total learning system.

Most of the people who are involved in adult education do not consider themselves to be adult educators. They do not call themselves adult educators; they call themselves advertisers, producers, publishers or librarians. There is a very small group of us who stand up under the banner of adult educators. I do not want to take too much time to elaborate on this; let me recite just one little statistic of what I mean. The last figures I saw, the average high school graduate has had fifteen hundred more hours of television time than he has had of structured curriculum, which illustrates where education and learning really take place. A very small part of it really takes place within our established system. There are also competent educators, who say that they can teach the entire content of grades 1 - 12 in four years, including the Social living skills; now I have yet to be convinced of this in terms of seeing it done.

I do not have difficulty in accepting it as theoretically possible. If we see society of the Seventies as a total learning society in which we have all kinds of help, then it is, in my judgment, feasible to get all adult citizens up to the level of functional competence where they can meet the requirements of adult living.

We do have a great deal of help in modern technology and in the society which is evolving. I mentioned to Mr. Roberts, I particularly liked his description of the school system as a filtering system and I agree with him that it does what it was designed to do very well. But my position is that the system of the Seventies will be a total educational system and it really is a challenge to us as to how much of that total learning will take place within the established school system. I am convinced it will happen in spite of us, if not through us. Now, the other national policy was Commissioner Allen's speech at the Galaxy Conference, where he advocated the Center for Lifelong Learning. It seems to me that many of the key recommendations that came out of the deliberation of these days really refer to that concept. Let me just say one thing that was not emphasized in his speeches. Neither Commissioner Allen nor I visualize the Center for Lifelong Learning as owing its existence to federal funds. He has really represented an opportunity nationally for adult continuing educators to respond to the concept of creating a Center for Lifelong Learning which perhaps would function something like the Smithsonian functions. With this background, may I move to your recommendations as I heard them this morning. First, that of the communications model. Let me give you a couple of facts. My office has identified over 230 adult education programs in the Federal Government, 32 of these have basic adult education components. It does not always mean the same thing, but they do list a basic adult education component. They are literally dispersed through

every department and agency of the federal government. I, therefore, conclude from these facts and my own experience in government, that effective coordinated communication is impossible through the present federal mechanism and only through a public or quasi-public institute such as Center for Lifelong Learning, will the real communication vehicle be brought into existence that you are seeking. I think in terms of that recommendation, you ought to get behind this new bandwagon; I am not sure it is even inching forward yet, and give it a good shove.

The other recommendation concerning a clearinghouse. I think, too, will only effectively be performed through some such agency that is not yet in existence. Our division would love to attempt this, but I frankly do not think resources are ever going to become available within the jurisdiction of one federal agency, even if it is the Office of Education. In reference to the clearinghouse, I share Eldon Schultz's comment about not intending a more authoritarian approach on what is taught, we do have a real problem, though, in simply knowing what has been developed, so we do not do it again. It is literally impossible to know until something gets into print through publishers. My own position on evaluation of materials has changed. Many of us make the assumption and I used to share it, that it is possible to find the best existing materials to do a specific job. We ought to be able to evaluate and relate these. Theoretically, I think that is still possible, but I think it is no longer very high on my list of priorities. I think that the learning and motivation of adults is much too complex for present day materials to make that much difference. I am not saying that there are not some bad materials on the market and that there are not a lot of gaps in our spectrum of materials, but I do not think that materials are the determining factor. My priorities would go for training teachers to be knowledgable about materials, giving them

the skills to interpret an individual's needs in relation to existing materials and would go into developing systems more along the line of individually prescribed instruction; a system for integrating existing materials and new materials as they are developed; rather than the laundry list of materials that will do this or that, based on evaluations. Thirdly, the recommendation on curriculum development of state agencies. I think this is extremely important and I am interested in a great articulation of this in relation to our teaching training authority under the Adult Education Act. Among those 32 programs I mentioned with basic education components, our section 309 moneys constitute 75 per cent of available resources for training teachers and for demonstration projects. While the first emphasis is and will continue to be training teachers in the adult basic education component, we will also see a responsibility to train them in other adult programs. Under our funds, we have attempted, and I think succeeded, in a number of cases to generate institutional commitment to adult education, by colleges and universities, and our teacher training institutes and administrator institutes, in my judgment, need to become more and more specified each year rather than rely on those programs which were generated from the grass-roots. I am a grass-roots man at heart, but I think we have learned enough at this point. We are beginning to know our priorities and the grass-roots would appreciate more articulation of what is needed so that they could respond within a better target. I do not feel that the other recommendations are such that I can comment on them truthfully. Let me just make a couple of observations. This is not a national conference, I notice, and that was wise. As I look at the roster, it is kind of the same old people talking to each other again, principally New York and New Jersey, talking to a few from Washington and a few other places, but I cannot count more than four

people from the west of the Mississippi. Now, allowing for the fact that the population concentration is in the eastern states, publishers are well represented in this area; I still do not think that is as broad an audience as this kind of discussion has to generate. I was told, and it was confirmed in what I did hear this morning, that there was no reference to the Spanish speaking market in any of the discussions. If that is true, I wonder if it is not also true of some other groups. The Indians are not a very big market; there is a total of 600,000 in the country. But the adult basic education program is directed toward the disadvantaged which includes, of course, minority groups as well as the white disadvantaged. If that criticism is valid, and I gather from audience reaction that some of you heard something about Spanish speaking, I would say let us take another look at ourselves in terms of future meetings and future communications, broadening it nationally and to include all the populations.

Chairman: Thank you, Paul. Again, I will take acception in terms of the working groups. I do feel from everything that I have heard that the Spanish speaking concern was of a great significance to the majority of the working groups as well as the American Indian. The concern we have in regard to curriculum materials, was set forth. Relative to the balance or attempt to reach persons throughout the country, I will have to take responsibility for that. We have a limited amount of funding available in which to undertake this Invitations were sent to far Western persons. I acknowledge Paul's statement relative to the concentration of the publishers being in the East.

I do want to introduce Mr. Wheeler, President of the Merrill Publishing Company, a member of AEPI, who will give his reaction to the recommendations and his reactions to the conference from the publisher's point of view.

Charles E. Merrill
Publishing Company

Coburn T. Wheeler
President

Ladies and Gentlemen. It has been a real privilege and pleasure to participate in this active meeting. I have certainly clarified many areas of my own understanding of the needs in this area - though this has not necessarily resulted in a feeling that there are major national markets here from which we can surely reap instant profit - or to which we can clearly make immediate contributions. Perhaps listing a few thoughts will summarize the important outcomes of the meeting from a publisher's viewpoint.

1. It is clear that ABE is of necessity tailored in each community to the needs of each special group, and, in some cases to those of each individual. It is clear that such programs must be individualized in order to get and hold the client, to suit his instruction time and special requirements. Unless this is done, he simply does not participate.

2. For financing reasons, if for no other, most programs are inevitably job preparatory - training in one way or another for job entry. And by this is not meant technical training, but simply basic communication, computation and living skills to equip the individual to participate and survive in the job world.

3. There is real need for continuing on-the-job education and training, to minimize the drop-out rate.

4. No basic curriculum, even in the simple skills areas, has yet been agreed upon nationally. Such agreement will probably be hard to achieve because:

a. Needs vary widely

b. There are no real teacher-training courses for ABE, except for scattered institutes.

c. Teachers are trained on the job, and thus they and their supervisors of necessity tend to be myopic - to concentrate specifically on the immediate task at hand, rather than to develop complete programs.

5. The use of commercial or other materials is still, in most cases, simply "adoptive" of what exists, whether it really fits or not, or "adaptive" in others, to try to adjust materials to ABE needs.

6. What about new materials, specially suited to ABE markets? As publishers are given, or develop through various means, some clear idea of the major areas of the market, the numbers of potential students involved, and the financing sources, more materials will be produced. They will probably not fit <u>every</u> situation exactly, but will be as generally applicable as other educational materials are to the markets for which they are designed. In thinking about the nature of such materials, one or two things seem obvious:

a. These materials probably will, and probably should be, rather traditional in format - e.g., printed, in the main. The looseleaf, programmed, or workbook-type material, for considerable flexibility, should be developed without too much difficulty - once the major content and interest areas are identified and clearly defined. It is doubtful whether we will soon see some of the more esoteric techniques, such as CAI widely used in such programs. They have to prove themselves first in the larger markets, and achieve cost levels that are tolerable.

b. Individualization can, should, and I am sure will be provided by simpler audio devices, such as reel-to-reel or cassette tapes related to printed items, produced commercially, and perhaps supplemented by other locally-produced tapes. It is becoming obvious, for example, that the low-cost cassette recorder-player is the most flexible and adaptable "teaching machine," and can be used well with low-cost consumable printed materials. It further has the advantage of portability, so an ABE student could work at home on assignments.

c. I do not visualize wide use for ABE of TV, either conventional, or CC, partly because of cost, but even more importantly because it means the student has to be available at a given time, if not place. Furthermore, TV still seems to be more motivational than instructional.

7. One thing that everyone should keep in mind is that "commercially produced materials" distributed by publishers are not magically produced in ivory-tower editorial offices. Though we sometimes hate to admit it, publishers themselves are not innovators. Their essential function is to edit, package and market the materials created by innovative, practical teachers. You, the user, are our real product source as well. Your creation, when published, may not look exactly the same as when you started working with a publisher, for his editorial function is to improve it and give it the widest possible application. So if you begin working with a publisher, please work with him in full confidence in faith that will really improve your product for you through the changes and refinements he suggests!

8. It may be well to inject a warning at this point. Publishing (if you have watched the stock values) is no longer a glamor business. Those outside the industry have finally realized what we have been trying to tell them for some time - that educational publishing is a low-margin, high-risk business. So publishers cannot be eleemosynary in their viewpoint. Projects that would obviously be unprofitable will have to be produced with non-profit funds (and

will probably suffer in quality because the publisher's editing skill and resources cannot be afforded them). Those that even show a reasonable chance of profitability, however, will be published by a commercial publisher. We are perennial optimists by necessity and tradition! Every new publication is a risk venture - some will succeed, others will not; no one knows in advance.

9. Marketing, in the ABE field, seems to be difficult. In many areas, it is like trying to find a Vermont District School Superintendent, who travels among several small towns and may be in any one of his small rural schools. The main difference is that when you find him you at least know he is the man who can place an order and controls what funds are available. ABE does not seem to be quite like this. If classified mail lists can be developed by some national ABE group, kept up to date, and made available to publishers, the marketing area might begin to clarify itself.

10. During this meeting it has been suggested by some that commercially available materials should be evaluated by some central ABE group for their applicability and effectiveness. I submit that this is both impractical and dangerous. With the wide diversity of needs, no evaluative groups could speak for all uses. Furthermore, it is unfortunately true that such materials can really only be evaluated through use - which is the technique publishers themselves usually employ with preliminary editions. Descriptive annotation, rather than evaluation, is the practical route to follow. If descriptive listings - depending rather heavily on the descriptions the publishers themselves provide - are used, the individual can more readily select the materials that seem to fit his particular requirements. Once again - descriptive, rather than prescriptive, listings will avoid the tendency to limit the application of present and newly published materials.

11. Finally, having spent these days with you, I honestly feel that we should not be discouraged, and the efforts of this conference should not be allowed to lapse. They should, rather, be the springboard for even better intercommunication between and among us all - for from such communications will develop an understanding of practical, publishable curriculum areas, and resultant commercial materials more directly suited to your needs.

Chairman: Thank you, Mr. Wheeler, for your reactions. In terms of the time schedule, I am going to exclude certain appropriate tie-in remarks, but I do want to thank all of the Working Committee who served us and helped in making the conference a success.

Newark State College

Seymour Barasch, Director
Adult Education Resource Center

In closing a conference, particularly one which draws together two such diverse groups as private publishers and public educators, one is forced to sum up by the numbers. We have been here two days, we have heard from forty publishers and media representatives, twenty universities and college adult educators, twenty-five project groups, thirty public agencies, five private agencies, ten business groups and about thirty adult educators, not otherwise classified. We have consumed 3,510 cups of coffee, and an unknown but undoubtedly substantial quantity of Scotch. Somewhere between the Scotch mist and verbal haze of the last two days, some vital things were happening. I think that all of us see our problems a little more clearly. If we can specifically define the problems we can solve them. We have come to some interesting and useful conclusions. Conclusions which now must be put into action. I had thought to close the meeting with some appropriate Shakespearian passage, that

one between Romeo and Juliet. In this case, however, parting is not a sorrow but an opportunity. An opportunity to put into action, the ideas and conclusions we have reached. If we do not take any action on our conclusions, it has been a lovely exercise in a lovely setting.

I want to thank three people - Ruth Dixon of the State Education Department of New Jersey for the physical arrangement, to Vincent DeSanctis and Joan Fischer who immortalized us on TV.

Paul V. Delker, Seymour Barasch

John V. Griffin, Coburn T. Wheeler

Ruth F. Dixon, George Snow

Mabel M. Ouderkirk

FINAL RECOMMENDATIONS

1. A communication model or system ought to be created by proposals submitted to the United States Office of Education in the fall of 1970 for funding as a special demonstration project with 309 money. Its main functions would be:

   A. -- to provide continuing communication by means of bulletins, newsletters, or with other suitable printed forms to all state educators, agencies, the American Educational Publishers Institute, the Commission of Adult Education Professors and United States Office of Education personnel in Washington and in the regions.

   B. -- to disseminate ideas, reports, research and development to all ABE personnel and publishers via AEPI.

   C. -- to collect vital marketing data for the publishing industry.

   D. -- to establish an "invisible college" in which ABE practitioners, professors, and others could share the latest development of research, adult psychology, adult teaching-learning methods, and effective client involvement.

2. Since the first recommendation presumes funding dependent on the Federal government, an alternate vehicle for immediate and temporary communication should exist during the interim. Therefore, it is recommended that the Cherry Hill Conference accept the invitation of AEPI to establish and fund leadership position for achieving the purposes set forth in recommendation A.

3. Be it further recommended that the USOE (DAEP), AEPI and Cherry Hill participants request the Program Planning Committee of AEA and NAPCAE to each include sessions at their annual convention, including the fall of 1970, in which ABE personnel meet with publishers and AEPI. It is suggested that a

panel representative of several publishers and ABE practitioners share their mutual concerns. The Planning Committees of each organization should schedule its session so that each program is conducted at a different time during the annual conference.

4. The Cherry Hill Conference urges support for Commissioner Allen's "Right to Read Program" and urges that the "Right to Read Program" include an emphasis upon adults who also have a right to read.

5. The Cherry Hill Conference favors the production and use of program learning material, and therefore, urges publishers and authors to design and adapt materials which lend themselves to the adult learning laboratory concept.

6. The Cherry Hill Conference urges that publishers and practitioners (rank and file of ABE personnel) consider ways to involve the ABE clientele. That segment of our society should provide greater feedback to both practitioners and publishers about their needs and the adequacy of materials and methods.

7. The Cherry Hill Conference urges more leadership involvement by personnel in the regional HEW office.

8. The Cherry Hill Conference recommends that each State Education Agency prepare guidelines for use by local teachers. Such guidelines should set forth behavioral objectives, sequentially designed, for each level and subject matter content, avoiding description in terms of one through eighth grade level.

9. H.E.W. should make available to publishers, financial resources or incentives for developing material in such crucial areas as; for example, job related attitudinal change. This might be accomplished through amendment of PL 89-750, Section 309 (b), and/or through provisions for limited copyright on material developed by federally funded projects.

A. Resource Materials Available to Working Groups

Adair, J. B., Editor. Adult Basic Education: Priorities & Potential. Department of Adult Education, North Carolina State University, Raleigh, North Carolina, 27602. 1969.

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King, Gordon A., Timothy F. Regan. System for Inter-Agency Coordination in Adult Education. ESC, Suite 301, 1211 Connecticut Avenue, N. W., Washington, D. C., 20036. 1969.

Komoski, Kenneth P. The Continuing Confusion About Technology and Education or The Myth-ing Link in Educational Technology. Epiloge to "ET Around the World." Educational Technology, 456 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632. 1969.

Leppert, Alice M. The Volunteer Agency in the Adult Basic Education Field. Church Women United. 1970.

Manpower Development and Training Act of 1962, As Amended. United Office of Education, Washington, D. C. 1968.

Marquardt, William F. Empathy Through Literature Between Mainstream Culture Members and Disadvantaged Learners from Minority Cultures, College of Education, University of Illinois. 1969.

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B. Working Conference Committee

George F. Aker
Betty Barton
Herbert Bothamley
Edward Brown
Barbara A. Chandler
Frank Commander
* Arthur P. Crabtree
* Muriel Crosby
Ruth F. Dixon
Betty Donahue
James R. Dorland
George W. Eyster
Francis S. Fox
Thomas Gilligan
Edward Gottschall
Felipe C. Gonzales
Ann Hayes
Hy Hoffman
Joseph A. Mangano
* Joyce Morrow
Austin J. McCaffrey
Mary McNulty
James L. Olivero
Mary Irene Pendell
Alan Robinson
M. Eldon Schultz
George Snow
Helen M. Thal
Betty Ward

* Individuals indicated enthusiasm for the project, but due to extenuating circumstances they were unable to serve.

C. Conference Committees and Chairmen

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| Invitations . . . . . | Frank Commander |
| Registration Arrangements . . . . | Ruth F. Dixon |
| Round Tables . . . . . | George Eyster |
| Dissemination . . . . . | Ann Hayes |
| Recommendations . . . . . | M. Eldon Schultz |
| Program Monitor . . . . . | Seymour Barasch |
| Professional Reporter . . . . . | Wallace Roberts |
| Recording . . . . . | Vincent DeSanctis |
| Video Taping . . . . . | Joan Fischer |
| Films and Slides . . . . . | George Snow<br>William Wenzel |
| Secretaries . . . . . | Fay Deroian<br>Barbara Richardson<br>Lola Tocco |

D. Registered Conference Participants

Adair, J. B., Professor and Director, Adult Learning Resources Project, Department of Adult Education, North Carolina State University, 733 West Hargett Street, Raleigh, NC 27603

Aker, George F., Professor and Head, Adult Education Department, Florida State University, Tallahassee, FL 32306

Alesi, Mrs. Gladys, Project Director, WIN, Board of Education, 110 Livingston Street, Room 308, Brooklyn, NY 11201

* Antell, Will, Director and Project Director of "OUMI," Adult Basic Education, State Department of Education, Centennial Building, St. Paul, MN 55401

Arold, Frederic J., Associate Bureau of Manpower Development, New York State Education Department, Albany, NY 12224

Ast, Ray J., Director, Adult and Continuing Education Resource Center, Montclair State College, Upper Montclair, NJ 07043

* Badman, Atwood F., Supervisor, Adult Education, Department of Public Instruction, P. O. Box 697, Dover, DE 19901

Bajda, Lillian, State Consultant, Community Health Organization, New Jersey State Department of Health, Health-Agriculture Building, P. O. Box 1540, Trenton, NJ 08625

Barasch, Seymour, Director, Adult Education Resource Center, Newark State College, Morris Avenue, Union, NJ 07083

Barnes, Melvin W., Vice President, Scholastic Magazines, Inc., 50 West 44th Street, New York, NY 10036

Bauerfeind, Mrs. Naomi, Specialist, Adult Basic Education, Baltimore City Public Schools, 11 Belhaven Drive, Baltimore, MD 21236

Beckel, Ken, Associate Editor, South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227

Bishop, Jesse H., Follett Educational Corporation, 1010 W. Washington Boulevard, Chicago, IL 60607

* Blake, Joseph F., Director, Library Education, Millersville State College, Millersville, PA 17551

Bodanza, Mary, Senior Supervisor, Adult Basic Education, State Department of Education, 182 Tremont Street, Boston, MA 02111

Brennan, Joseph, Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, IL 60620

Briedwell, John, Project Director, MAPAR, 410 E. Third Street, McMinnville, OR 97128

Brown, Clarence W., Lord, Abbett & Company, 63 Wall Street, New York, NY 10005

Brown, Edward, Director, Adult Basic Education Project, Southern Regional Education Board, 130 Sixth Street, NW., Atlanta, GA 30313

Broyles, Thomas N., Director, Piedmont Vocational School, Box 855, Culpiper, VA 22701

Burnett, Zaron, Administration Officer and Health Educator, Trenton Neighborhood and Family Health Center, 208 North Broad Street, Trenton, NJ 08625

Burrichter, Arthur, Director, Adult Education, Northern Illinois University, Adams Hall 133, DeKalb, IL 60115

Bushnell, Margaret, Vice President, Pitman Publishing Corporation, 6 East 43rd Street, New York, NY 10017

Carter, Richard, Vice President, Ford Press Inc., 1700 James Savage Road, Midland, MI. 48640

Castor, Anthony T., Jr., Eastern Regional Supervisor, Stenoscript ABC Shorthand, Inc., Box 2507, Hamilton Square, NJ 08690

Centanni, Frederick A., Manager, Manpower Development Training, Sylvania Electronic Systems, Sylvania Training Services, 63 Second Avenue, Waltham, MA 02154

Ciccariello, Bruno, Director, Adult Basic Education, Office of Adult-Continuing Education, New Jersey Department of Education, Trenton, NJ 08625

Colvin, Mrs. Ruth, Chairman, Literacy Volunteers, Inc., 222 West Onondaga Street, Syracuse, NY 13202

Commander, Frank, Chairman and Instructor, Adult Education, Adult Education Department, 109 Baldwin Hall, University of Georgia, Athens, GA 30601

Coon, Ronald D., Institute of Modern Languages, Inc., 2125 S. Street, NW., Washington, DC 20008

Copeman, Kent, Instructional Specialists, Mott Adult Education Program, 3654 South Hadley Road, Hadley, MI. 48440

Cornish, Mrs. Thelma, Supervisor, Adult Basic Education, Maryland State Department of Education, 600 Wyndhurst Avenue, Baltimore, MD 21210

Costello, George, President, Business & Professional Books Division, Prentice-Hall, Inc., U.S. Highway 9W, Englewood Cliffs, NJ 07632

Cotton, William, Director, Division of Education, State University College, Geneseo, NY 14454

Cox, Warren, Executive Editor, Noble and Noble Publishers, Inc., 750 Third Avenue New York, NY 10017

Crabb, Judie, Assistant Director, Center for Adult Basic Education, 5622 Columbia Pike, Bailey's Crossroads, VA 22041

* Cross, Livingston, Director, Adult Education Resource Center, Glassboro State College Glassboro, NJ 08028

Crowell, Robert L., President, Thomas Y. Crowell Company, Inc., 201 Park Avenue South, New York, NY 10003

Daly, R. F., International Business Machines Corporation, Central Headquarters Education, 1000 Westchester Avenue, White Plains, NY 10604

DeCrow, Roger, Director, ERIC Clearing House on Adult Education, Syracuse University, 107 Roney Lane, Syracuse, NY 13210

Delker, Paul V., Director, Division of Adult Education Programs, USOE Regional Office Building, 7th & D Streets, SW., Washington, DC 20202

DeSanctis, Vincent, Assistant Director, Adult and Continuing Education Resource Center, Montclair State College, Upper Montclair, NJ 07043

* Dick, Mrs. Florence, Acting Director, Adult and Continuing Education Resource Center, Montclair State College, Upper Montclair, NJ 07043

Dixon, Mrs. Ruth F., Supervisor, Adult Basic Education, Office of Adult Education, 225 West State Street, Trenton, NJ 08625

Drennan, Henry, Coordinator, Public Library Service, USOE, 400 Maryland Avenue, Washington, DC 20202

Eyster, George W., Executive Director, Appalachian ABE Demonstration Center, Morehead State University, UPO Box 1353, Morehead, KY 40351

* Felts, Jim, Director, Media Lab, Adult Basic Education, Southwestern Cooperative Educational Lab, 117 Richmond, NE., Albuquerque, NM 87106

Finney, Selma, Coordinator, Adult Basic Education, Detroit Public School System, 5061 Lakewood, Detroit, MI 48213

Fischer, Mrs. Joan, Newark Learning Center, 187 Broadway, Newark, NJ 07104

Fogelsong, Marilee, Community Services Librarian, Reader Development Program, 236 N. 23rd Street, Philadelphia, PA 19103

Follett, Robert J. R., President, Follett Educational Corporation, 1010 West Washington Boulevard, Chicago, IL 60607

Fort, C. Allen, Vice President-Editorial, Follett Educational Corporation, 1010 West Washington Boulevard, Chicago, IL 60607

Fox, Francis S., Chairman of the Board, D. C. Heath and Company and President, American Educational Publishers Institute, 125 Spring Street, Lexington, MA 02173

Fox, John F., Coordinating Supervisor, Adult Basic Education, Boston School Department, 15 Beacon Street, Boston, MA 02108

Fuller, Joseph E., Coordinator, Adult Basic Education, Atlanta-Fulton County Schools 883 Pryor Street, SW., Room 202, Atlanta, GA 30315

Gambacorta, Rocco, Assistant Director, Bureau of Adult and Continuing Education, State Department of Education, 225 W. State Street, Trenton, NJ 08625

Ganeles, Dan, Associate Professor of Education, State University of New York, 1400 Washington Avenue, Albany, NY 12203

Geggis, David P., Editor, Addison-Wesley Publishing Company, Jacob Way, Reading, MA 01867

Getchell, Richard P., Marketing Supervisor, 3M Company, Visual Products Division, 3M Center 220-10W, St. Paul, MN 55101

* Gibbs, Mary, Director, North Central Center for Family Financial Education and Professor of Home Economics, Suite 400, Parsons Hall, Indianna State University, Terre Haute, IN 47809

Greenburg, I. M., Director, Project "100,000" Office, Secretary of Defense, Manpower and Reserve Forces, Room 3D 973, Pentagon Building, Washington, DC 20305

Gregory, Francis A., Special Assistant for Policy, Evaluation & Research, Manpower Administration, U.S. Department of Labor, Vanguard Building, 1111 20th St., NW., Room 601, Washington, DC 20210

Griffin, John V., Acting Chief, Department of Health, Education & Welfare, Office of Education, Regional Office Building, 7th & D Streets, SW., Washington, DC 20202

Griffin, Thomas, American Educational Publishers Institute, 432 Park Avenue South, New York, NY 10016

* Guercio, Eugene, Assistant to Director, Opportunity Development Department, Grumann Aerospace Corporation, Bethpage, NY 11714

Haines, Thomas R., Evaluation and Materials Development Consultant, MAPAR, 1312 Heather Street, Salem, OR 97302

Harrison, Mattie, Assistant Director, Adult Basic Education Section, State Department of Education, Will Rogers Building, Room 310, Oklahoma City, OK 73105

Hatrak, Robert S., Director of Education, New Jersey State Prison, 3rd and Federal Streets, Drawer N., Trenton, NJ 08625

* Hayes, Mrs. Ann, Evaluation Specialist, Appalachian Adult Basic Education Demonstration Center, UPO Box 1353, Morehead State University, Morehead, KY 40351

Hayman, Mrs. Doris, President, New Jersey Adult Education Association, 121 Valley Road, Cherry Hill, NJ 08034

Hewell, Grace L., Adult Education Program Officer, USOE, Room 1037, 26 Federal Plaza, New York, NY 10007

Hill, J. Chandler, Director, Educational Division, Reader's Digest Services, Inc., Pleasantville, NY 10570

Hinsley, Eleanor Jean, Education Specialist, USOE, Regional Office Building #3, 7th & D Streets, SW., Washington, DC 20202

Hofer, Andrew, Information Specialist, Social Security Administration, 6401 Security Boulevard, Room 113, Administration Building, Baltimore, MD 21235

Hollis, Jennie-Clyde, Consultant, Adult Education & Senior Associate, Leadership Resources, Inc., 5824 Bradley Boulevard, Bethesda, MD 20014

Hornsby, Leon L., Consultant, Adult Basic Education, State Department of Education, State Office Building, Montgomery, AL 36104

Hoyt, Norris H., Editorial Director, Houghton Mifflin Company, 2 Park Street, Boston, MA 02107

Huantis, Mrs. Margarita, Executive Director, San Antonio Literacy Council, Inc., Corral Room Entrance, 408 4th Street, San Antonio, TX 78205

Hutchinson, John R., Vice President-Marketing, Follett Educational Corporation, 1010 West Washington Boulevard, Chicago, IL 60607

Jaffe, Catherine, Director, Adult Basic Education, Lansing Public Schools, 519 West Kalamazoo Street, Lansing, MI 48903

Jordan, Dale, Assistant Professor Education/Psychology, Reading Clinic, Central State College, Edmond, OK 73034

Kaufman, Oscar A., President, Oscar A. Kaufman & Associates, Inc., 866 United Nations Plaza, New York, NY 10017

Kellock, Alan, General Manager, McGraw-Hill Book Company, 330 West 42nd Street, New York, NY 10036

Kirkland, Mrs. Catherine, Coordinator, Adult Education, Department of Education, 156 Trinity Avenue, Room 304, Atlanta, GA 30303

Klein, E. L., Manager, Educational Programs, RCA Service Center, Building 206-2, Cherry Hill, Camden, NJ 08101

Lape, Keith R., Assistant Director, Department of Adult Education, Office of the Superintendent of Public Instruction, 316 South Second Street, Springfield, IL 62706

Layne, George R., Director, CABEL, 5622 Columbia Pike, Bailey's Crossroads, VA 22041

* Lea, Mrs. Jeanne E., Curriculum Development Specialist, Federal City College, 815 Mt. Vernon Place, NW., Washington, DC 20001

Leavitt, Richard D., Northeast Area Manager, United Transparencies, Inc., P. O. Box 688, Binghamton, NY 13902

Lee, Norvel L. R., Director, Continuing Education, Federal City College, 815 Mt. Vernon Place, NW., Washington, DC 20001

Leppert, Mrs. Alice, Program Specialist, Adult Basic Education, Church Women United, Room 812, 475 Riverside Drive, New York, NY 10027

Levy, Evelyn, Supervisor, Community Action Program, Enoch Pratt Free Library, 606 South Ann Street, Baltimore, MD 21231

McAll, Mrs. Marion Robinson, Holt, Rinehart, & Winston, Inc., 383 Madison Avenue, New York, NY 10017

McCaffrey, Austin J., Executive Director, American Educational Publishers Institute Room 1505, 432 Park Avenue South, New York, NY 10016

McGriff, Rhett, Coordinator, Adult Basic Education, Wilmington Public School District, 511 West 8th Street, Wilmington, DE 19802

Macmillan, Mrs. Peggy, American Educational Publishers Institute, 432 Park Avenue South, New York, NY 10016

McNulty, Mary, American Educational Publishers Institute, Room 1505, 432 Park Avenue South, New York, NY 10016

Mangano, Joseph A., Chief, Bureau of General Continuing Education, New York State Department of Education, Albany, NY 12224

* Marburger, Carl L., Commissioner of Education, State Department of Education, 225 W. State Street, Trenton, NJ 08625

Marquardt, William F., Professor of Education, Department of Secondary and Continuing Education, University of Illinois, Education Building, Room 284F, Urbana, IL 61801

Matheson, Lois, Associate, Basic Continuing Education, Bureau of Basic Continuing Education, The University of the State of New York, The State Education Department, 55 Elk Street, Room 311, Albany, NY 12224

Matthews, Mrs. Ethel, Advisor, Adult Basic Education, Department of Education, Executive House, Room 106, Box 911, Harrisburg, PA 17126

Mitchell, Gary, Manager, Eastern Region, Field Educational Publications, Inc., 609 Mission Street, San Francisco, CA 94105

Morrow, Raymond D., Director, Bureau of Adult Education, Springfield Public Schools, 195 State Street, Springfield, MA 01103

Newton, Darrell, Ginn & Company, Statler Office Building, Boston, MA 02117

Ouderkirk, Mrs. Mabel M., Coordinator, National Conference, Adult and Continuing Education Resource Center, Montclair State College, Upper Montclair, NJ 07043

O'Connor, Martha L., Materials Evaluation Specialist, CABEL, 5622 Columbia Pike, Bailey's Crossroads, VA 22041

Pacelli, Anthony R., Program Director, Adult Basic Education Programs, State University of New York, Education Building, Room 124, 1400 Washington Avenue, Albany, NY 12203

* Pagano, Jules, Executive Director AEA-USA, The Jefferson Building, 1225 19th Street, NW., Washington, DC 20036

Palm, Richard, Coggeshall & Hicks, 1 Liberty Street, New York, NY 10005

Paparello, Frank N., Vice President/General Manager, D. C. Heath and Company, Spring Street, Lexington, MA 02173

Paul, W. Rahy, Vice President, American Technical Society, 848 E. 58th Street, Chicago, IL 60637

Pendell, Mary Irene, Project Officer Special Projects, Division of Adult Education, USOE, Regional Office Building No. 3, Room 5068, 7th & D Streets, SW., Washington, DC 20202

* Pickarts, Mrs. Evelyn W., Supervisor, Parent, Civic & Health Education, Division of Adult Education, Los Angeles City Schools, 450 North Grand Avenue, Room 6-353 Los Angeles, CA 90012

* Pinzi, Mrs. Helen, Supervisor, Adult Basic Education, 294 Cedar Street, New Haven, CT 06519

Poczik, Robert, Associate, Basic Continuing Education, New York State Education Department, Albany, NY 12224

Powell, John Walker, Office of Health Affairs, OEO, 1200 19th Street, NW., Washington, DC 20506

Prybylowski, Leo, Director, Adult Education, Morristown High School, 50 Early Street, Morristown, NJ 07960

Qazelbash, Husain, Curriculum Specialist & Assistant Professor of Education, Appalachian Adult Basic Education Demonstration Center, UPO Box 1353, Morehead State University, Morehead, KY 40351

Quinly, William J., Media Center, Florida State University, Tallahassee, FL 32306

Rahtze, Robert, Vice President, The MacMillan Company, 866 Third Avenue, New York, NY 10022

Rasmussen, Neal A., Assistant General Sales Manager, South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227

Reiser, Emanual, Education Program Specialist, Adult Basic Education Materials & Curriculum, Division of Adult Education, USOE Regional Office Building, Room 5060, 7th & D Streets, SW., Washington, DC 20202

Relyea, Mrs. Ruth, Executive Secretariat, Inter-Agency Committee on Manpower Research, Manpower Analyst, Office of Manpower Research, Department of Labor, Vanguard Building, 1111 20th Street, NW., Room 100, Washington, DC 20036

Repole, Frank R., Director, Adult Education, 44 Washington Avenue, Danbury, CT 06810

Reyes, Mercedes, Health Educator, New Jersey State Department of Health, P. O. Box 1540, Trenton, NJ 08625

Rivera, Pablo J., Field Representative, New Jersey Division of Public Welfare, Bureau of Social Services, 129 East Hanover Street, Trenton, NJ 08625

Roberts, Wallace, Associate Educational Editor, Saturday Review, 380 Madison Avenue, New York, NY 10017

Robinson, Mary, Education Advisor, Planning, Research & Evaluation, OEO, Room 711, 1200 19th Street, NW., Washington, DC 20506

Robison, Lynn M., Manager, Basic Education Department, Atlanta Training Center, Thiokol Corporation, 239 West Lake Avenue, NW., Atlanta, GA 30315

Ryan, John E., Associate Consultant, Adult Basic Education, State Department of Education, Box 2219, Hartford, CT 06115

Schultz, M. Eldon, Program Officer, Adult Education, U. S. Office of Education, Room 406, 226 W. Jackson Boulevard, Chicago, IL 60606

Sesno, Frank, Benefic Press, 10300 Roosevelt Road, Westchester, IL 60153

Shafer, John R., Vice President, Corporate Planning, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025

Shakespeare, Cleo, Associate Community Education, Federal City College, Room 500 815 Mt. Vernon Place, Washington, DC 20001

Sherk, John, Associate Professor, Director of The Reading Department, Reading Center, University of Missouri, 4825 Troost Building, 5100 Rockhill Road, Kansas City, MO 64110

Smith, Edwin, Professor of Education, Director Adult Basic Education Materials Center, Florida State University, Tallahassee, FL 32306

Smith, Mrs. Eleanor, Library Services Program Officer, U. S. Office of Education, 26 Federal Plaza, Room 1037, New York, NY 10007

Smith, Janie Marie, Materials Evaluation Specialist, CABEL, 5622 Columbia Pike, Bailey's Crossroads, VA 22041

Smith, Mrs. Valerie H., Assistant Director, Division of School Extension, Administration Building, Parkway & 21st Streets, Philadelphia, PA 19103

Snow, George, Director, Adult Basic Education, Office of Adult Education, 225 West State Street, Trenton, NJ 08625

Taschler, Kathryn M., ESL Supervisor, Adult Education Resource Center, Jersey City State College, 2039 Kennedy Memorial Boulevard, Jersey City, NJ 07305

Thompson, James N., Adult Education Resource Center, Glassboro State College, Glassboro, NJ 08028

Turner, Mrs. Mary G., Director, Adult Education Demonstration Center, Franklin Building, 13th and K Streets, NW., Washington, DC 20005

Turpin, John, Jr., Howard University, Box 1051, Washington, DC 20001

Udvari, Stephen S., Associate Project Director, Adult Basic Education, Rural Family Development, Education Specialist in Correctional Education, University Extension, The University of Wisconsin, Madison, WI 53705

Ulmer, Curtis, Professor of Adult Education, University of Georgia, Athens, GA 30601

Viders, Arthur J., Director, Library Promotion, Dodd, Mead & Company, Inc., 79 Madison Avenue, New York, NY 10016

Villalobos, Gladys, Security Analyst, Reynolds & Company, 120 Broadway, New York, NY 10005

Ward, Mrs. Betty, Education Specialist, Division of Manpower Development and Training, USOE Regional Office Building, 7th & D Streets, SW., Washington, DC 20202

Warrington, Howard M., President, College Book Division, Prentice-Hall, Inc., U.S. Highway 9W, Englewood Cliffs, NJ 07632

Way, Max W., Assistant Superintendent, Scioto Valley Local School District, High School Building, Piketon, OH 45661

Wells, Jean, Special Assistant Director of Women's Bureau, U. S. Department of Labor, Women's Bureau, Washington, DC 20210

Wenzel, William, Director, Adult Vocational Education, Bureau of Adult and Continuing Education, Department of Education, 225 W. State Street, Trenton, NJ 08625

Wheeler, Coburn T., President, Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, OH 43216

White, Mrs. Catherine E., Senior Editor, Educational Developmental Laboratories, Inc., 284 Pulaski Road, Huntington, Long Island, NY 11743

Wilson, B. Russell, Supervisor, Adult Education, Department of Adult Education, 316 South Second Street, Springfield, IL 62706

Winfrey, Joseph, Coordinator, Federally Funded Adult Basic Education Programs, Office of Continuing Education, Board of Education, Room 325, 110 Livingston Street, Brooklyn, NY 11201

Wood, Mrs. Joyce Rosevear, Supervisor, ABE & ESL Programs, Adult Education Resource Center, Girard Annex, Glassboro State College, Glassboro, NJ 08028

Young, Milton A., Senior Research Scientist, The Travelers Research Corporation, 250 Constitution Plaza, Hartford, CT 06103

# E. MEETING THE LITERACY NEEDS OF UNDEREDUCATED YOUTH AND ADULTS: WHAT CAN AND SHOULD BE DONE IN THE 1970s

Florida State University

Edwin H. Smith
Associate Professor

How many out-of-school youths and adults cannot read the newspapers? This question is often answered through reference to the United States Census Bureau figures. According to that source, there were approximately 8,000,000 adults "with less than a fifth grade education" in 1960. However, those figures do not reveal the number of adults who have less than a fifth grade education, but rather tell how many adults have not spent five years in school. Certainly it is foolish to assume that all who have attended school for five or more years are functionally literate. The average fifth grader in a poverty school reads at about a third grade level. Well over half of the junior high school students in some programs are functionally illiterate. Many, many high school graduates are functionally illiterate. And many students attending junior college are reading well below the seventh grade level. Junior and senior high school dropouts are considered to be literate by the Census Bureau, yet, study after study tells us that many of the drop-outs leave because of reading problems. A modest estimate of the number of functionally illiterate youth and adults would be between fifteen and twenty million. Of these, due to age, disabilities, or other factors, about 5,000,000 could not profit from literacy training. The others do have the potential to profit from such training. In terms of numbers, 10,000,000 is the minimum potential student body today. But what about the 1970's?

While there is some evidence that a lower percentage of functional illiterates are being produced by the public school than they produced in the past numberwise, it is probable that they are exceeding their past "quotas." It is also highly improbable that their program will change

drastically enough to meet the literacy needs of the disadvantaged and early alienated youth within the next decade. Remedial programs will be needed in the 1970's to meet the needs of some of our public school products. These programs should be largely adult basic education programs, and they should be very different from the elementary and secondary school programs that failed to teach even basic literacy skills. Other types of programs are also needed. These programs should be designed to cut down the number of functional illiterates being produced by the standard elementary and secondary school curriculi. The programs need to be individualized, different types of materials and approaches need to be used, and the curriculi need to make sense to the students. It would be easy to do, but publishers of adult basic education materials (which incidentally are very effective with retarded readers in the elementary and secondary schools) need not be concerned for their markets. The products of many teacher training institutions and the tendency for the educational establishment to move slowly long after a need is perceived will, unfortunately, insure publishers of a market.

Who Will Need Literacy Education in the 1970's?

As used in this paper, literacy education refers to the development of the reading, writing, and arithmetic skills of our school youth and adults up to the seventh grade level. Literacy education is but one aspect of the area of adult basic education. It is concerned with skill teaching and this skill teaching should be correlated with the content of the other aspects of adult basic education. It should be a part of a greater whole.

Adult basic education is concerned with such things as teaching basic social science concepts, basic science concepts, basic pre-vocational information, law for the layman, good health practices, and a growing body of other skills and information that will be needed for minimal effective

participation in an increasingly complex society. Adult basic education models must be different from the presently dominant elementary and secondary school models. The needs of present and potential clients are and will continue to be different from the needs of in-school children and adults. The adult basic education models should not be based on programs that have already failed with adult basic education candidates.

No one model will meet the needs of the widely diverse groups of persons who will need adult basic education. Differences in just such things as the availability of time, the places where the education can take place, and the age range of the groups will affect the design of the programs. Programs for youth offenders in correctional institutions must stress aspects not quite so important as some aspects that should be stressed with adult offenders. Although in both cases the students were largely public school rejects, their needs differ, as does the setting where the remedial education can take place.

Another group is that which is made up of school drop-outs. In the 1970's, as in the past two decades, this group will be largely composed of youth from poverty families and will be disproportionally black. Large numbers will be unemployed and, at the time of enrollment, unemployable. Some will be unmarried teen-age parents.

A statistically hidden group needing literacy education will be that large group of functionally illiterate high school graduates. This group will probably exceed in size the present group of older adults who are functionally illiterate because of a lack of exposure to formal public or private school education.

The presently large group of functionally illiterate seasonal and migrant workers will make up a far smaller proportion of those needing

literacy education in the 1970's than it did in past decades. The migrant stream is drying up, but the children now in that stream are likely to grow up and become functionally illiterate adults.

The immigrant group and the native born group for whom English is a second language will probably shrink, barring another crisis such as the Cuban fiasco. The needs of this group should be met and dealt with in one or more of the several educational schemes for meeting the educational needs of other undereducated youths and adults.

What Kinds of Programs Will Be Needed?

Among the types of programs that appear financially and educationally feasible on a large scale are public adult education day school programs, industrial federally subsidized job training programs, and federally supported depressed area programs. All such programs should emphasize individualized instruction, the learning laboratory approach, and be directed toward employability or employee advancement.

Literacy education, and most of the concepts and information in the realm of adult basic education, is, in a sense, prevocational education. Basic literacy tools are needed in nearly all job categories for it is most unusual to read a job description that does not at least imply a need to read, write, and do arithmetic at the junior high school level. While adult basic education can and should be part of many vocational programs for the undereducated, generally, literacy skills should be developed to at least a fifth or sixth grade level prior to formal vocational training. The present JOBS programs, wherein the students spend part of the day in a form of adult basic education and part of the day learning on the job call, for the most part, for a least minimal attainment in the literacy skills. If vocational training or on the job training is begun before the student can do the basic reading and mathematics that are required in most jobs,

then he is likely to become frustrated and fail. Programs where half the day is devoted to pre-vocational training and the other half to vocational training do not appear to succeed with those whose literacy level is below the fifth or sixth grade level.

When considering some of the types of programs that will be needed, certain principles abstracted from the programs of the 1960's should be reviewed. One principle is that education for the undereducated adult should be treated as a job and one for which the student is paid. Violation of this principle results in fantastic drop-out rates. A second principle is that students should not be unduly fatigued prior to the learning session. Violation of this principle results in tired students becoming discouraged because fatigue has depressed their learning rates. A third principle is that education should not cut too severely into recreational time or family time. Violation of this principle indicates an ignorance of research which tells us that many of the undereducated seek immediate satisfaction of desires and that a conflict of interest between delayed rewards not immediately relevant (education) and immediate rewards (pleasure) tends to be resolved by the selection of the immediate reward. A fourth principle is that the adult basic education classes should not be patterned after traditional adult literacy classes (which have not been greatly successful) or after public or private school classes for children. Violation of this principle will result in more of the same programs that have failed with too many of the students enrolled. A fifth and final principle is that the programs should be individualized in terms of instruction, time limits, and content. Time and class modules are nice to administrate, but they rarely fit the students.

The 1970's should not see the continuation of programs that do not work well but which have continued because they fit a concept of what literacy

education should be and because their patterns have been established and they have become traditional. Among these are the night school literacy programs and the volunteer teacher programs. The night school programs stem from an age when the Protestant ethic dominated our thinking and when a person's lot in life was thought to be the result of how hard he worked. People who were poor and undereducated were assumed to be in that condition because they did not or would not work hard. People who wanted to get ahead could do it by hard work; and night school was hard work. While these programs have been better than nothing, they appear to have been of most value to persons who had attained functional literacy rather than to the person who was functionally illiterate.

What Methods and Materials Are Available?

The use of diagnostic-prescriptive approach in a learning laboratory setting will probably dominate large scale literacy programs in the 1970's. The methods presently available include the adult basal series, multiple level kits, programmed workbooks, the experience method in various forms, mass media, machine dominated programs, correlated worktexts, the individualized reading method, and computer assisted instruction. As the research on both adults and children is sorted out, it is probable that an eclectic method will be dominant during the 1970's, for this is the one approach that can be successfully used with the diagnostic-prescriptive approach that is now being influenced by the growing concern and work with the determination and implementation of behavioral objectives. The eclectic method is the soundest of all approaches, for it selects from among the others the parts which best suit a student's needs and style of learning. It has been demonstrated with children that not one approach is greatly superior to all others and that the thing that should guide the selection of

an approach should be based on how well the approach fits the student, rather than fitting the student to the approach. Sound reading programs for adults will utilize the various methods with the materials designed to implement them being manipulated in varying combinations from student to student. Attempts to group the students homogeneously and get effective teaching have failed for a hundred years. Adult literacy education now has the technology needed for all of the approaches except computer assisted instruction. The professional literacy educator will choose and select the best materials, in accord with his budget, to implement all of the approaches. The criteria which follow may help him in his selection task:

1. The contents should be appropriate for adults and should be designed so that it will aid in meeting one or more of the program's objectives.
2. The cost should not be excessive. That is, a disproportionate amount of money should not be spent on any one type of teaching material.
3. A well stocked library of books, workbooks, teaching kits, etc., should be obtained before spending heavily on audio-visual devices.
4. The program for a machine based program is more important than is the reliability and versatility of the machine.
5. Much of the instructional material should make use of teaching devices such as headings, purpose setting statements, questions, etc.
6. The materials should be largely self-instructional.
7. Materials should be ordered in amounts in accord with the range of achievement levels in the class.
8. Materials for use with groups should be multi-levelled with the same concept being covered on several readability levels.

9. Different methods work best with different students, and no single book, series, kit, or machine based program is best for all.
10. The materials ordered for skills development should teach useful facts and concepts while developing the skill area.
11. Illustrations should be multi-ethnic.

Few materials or a single publisher's array of materials can be expected to meet all of the criteria. Using the diagnostic approach to teaching, the teacher will soon find which of these criteria are important to a particular student and which are not. It is highly likely that certain criteria omitted in the preceding list will be more important in some cases than the listed criteria. All teachers should develop some criteria appropriate for their particular group.

What New Materials Will Be Needed?

1. Materials written at a low readability level for use in developing content area reading skills.
2. Materials designed to teach encoding and decoding skills together.
3. Tests designed for informal testing in reading, writing, spelling, arithmetic, and listening.
4. Vocational manuals written on third and fourth grade readability levels.
5. Packages of varied contracts in each of the adult basic education content areas.
6. Low readability level materials designed to develop critical and creative thinking abilities.

Adult literacy educators presently have available to them a greatly improved set of resources. These will get better in the 1970's and new

ones will be added. Hopefully, mass media such as television will not be used, and, again hopefully, teacher training programs will emphasize the diagnostic-prescriptive approach and introduce the teachers to the educational technology available for teaching adults. The cost, except for machine based methods, is low and a well equipped learning laboratory can be developed for under three thousand dollars or about one hundred fifty dollars per student ititial cost.

If what has been learned about literacy education in the 1960's is applied in the 1970's, great progress will be achieved. Publishers will make available the technology; hopefully, legistors will provide the needed money. But who will train the educators? The answer to that question may be the key to the doors, "More of the Same," or "A new era."

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University of the State of New York

Joseph A. Mangano, Chief
Bureau of General
Continuing Education

In 1964 in this facility, adult educators and representatives of the textbook publishing industry met at the first Cherry Hill meeting to discuss the launching of a massive attack on illiteracy in the United States. Discussed at length during this conference was the Federal Legislation, present and anticipated, which would provide the funding for this monumental task, the aspirations of the adult educators to perform this task, and a commitment from the publishing industry to provide the materials for this endeavor. The one thing not then apparent and to which little time or verbage was contributed was the multiplicity of problems which educators and publishers would find inherent in developing programs and materials for the undereducated. It is to be assumed that our coming together again indicates that the aspirations of educators and the commitments of the publishers are still present.

We come together six years older and, hopefully, somewhat wiser and somewhat more sophisticated than we were in 1964. I believe it would be safe to assume that educators and publishers alike are perplexed as to where do we go from here. I believe too it would be safe to assume that we are far from the solutions of many of the problems which we did not anticipate in 1964 but have encountered almost daily since that time.

A review of the proceedings of the first Cherry Hill Conference would indicate that at the base of all our deliberations were three assumptions, that is, adequate money would be made available, materials could and would be developed, and educators could and would provide education for the under educated.

The first assumption dealing with adequate funding, the anticipated levels were never realized. I do not believe it is necessary to dwell on this point since we in this room have all made inputs for the encouragement of raising funding levels. I believe it would suffice to say that unless funding is kept at levels to provide for increasing numbers of students, increasing costs, and to provide the material needed for increasing quality, any task, whether it be education or manufacturing, cannot be accomplished.

Assumption two that effective materials could be developed with the then existing knowledge, there is no question that the publishing industry mounted a huge endeavor to make available materials to raise literacy levels and that we enjoy today a massive amount of teaching materials intended for undereducated adults. The effectiveness of these materials varies from one end of the spectrum to the other dependent upon the evaluator. Early in the six year span publishers naturally relied on their existing human resources. Since the definitions emanating from Washington at that time of what the program was to accomplish were limited, the materials developed were in turn limited to the objectives and format of teaching the primary reading skills in a manner closely relating to the design for children. There has been of late an increasing amount of materials of more sophisticated content and design. We should not be overly critical of this evolutionary process since the problems of formulating a massive attack on illiteracy were not discovered until programs were implemented. Since previous experiences were quite limited until this time and since educators and publishers had not really grappled with designing specific programs for the segments of the populations which will be described in this paper, a trail and error approach was to be expected. Research relating to learning styles of the undereducated

was at best wanting and in most cases nonexistent. Relevant models of programs were similarly almost nonexistent.

The educators by and large who have been given the responsibility of designing and implementing programs for this activity also erred for they too behaved, in the most part, upon their experiences of the past. Further, these experiences were in the institutions which had failed the undereducated population.

If our task at this conference is to investigate directions for program design and materials for the 70's, we must first assess where we are and how we have arrived at this point.

Before we can progress with either program redesign or material evaluation and development, there must come to pass a more clearly defined and a more realistic expectancy on what can be expected from programs for the educationally disadvantaged currently known as adult basic education. There was in 1964 and I fear there exists today a vague generalization that there is an almost perfect correlation between reading achievement and elimination of disadvantagement. This type of generalization makes for excellent after dinner speeches or preambles to legislation, however, when this is at the base of the criteria for program evaluation of adult basic education programs, the evaluation precludes failure almost from the start.

Adult educators must communicate to writers of legislation that the concept of "instant literacy" is erroneous. They must also communicate that education alone cannot accomplish instant economic upward mobility. Programs and projects designed for economically disadvantaged must more clearly delimit and more clearly define the goals for specific programs.

While most educators and publishers are in accord with the objectives of general education in our society, we must become realists and accept that which most of our experience of the past years has taught us, that is, that the population which we have recruited and attempted to recruit sees little relevance in general education programs and the solving of their specific economic and social problems. The concept too that undereducated adults effectively seek "learning to read" programs of long duration has also proven itself less than true. It is true that adults will commit large portions of their time for education but only when this education is relevant to their needs as <u>they</u> define their needs.

The role of adult basic education in occupational education is a vital one. It has also been the area most troublesome and most difficult for program designers. Here, too, a major problem has been the lack of specificity in stating the objectives of basic education in the overall programs. The question of whether the emphases should be on training for those literacy skills needed for a specific job or a more general approach which attempts the changing of learning and life styles of an individual to make him more capable to cope with the world of work. It seems that both the educator and society have erred and that the publishers in trying to please both have pleased neither. As educators we must stop assuming that we can, through our adult basic education projects, become instant change agents, and legislators and society in general must come to realize when evaluating adult basic education programs that evaluation seeking to justify cost of programs cannot expect instant results or gross social changes.

Secondly, the whole concept of what literacy is and is not must be defined. In its narrowest definitions literacy has been defined as the

ability to read on a given grade level and in its broadest terms the ability to function as a wise parent, effective worker, knowledgeable consumer and participating citizen. We have attempted to define our goals in both aspects again assuming there is a correlation. A little probing would indicate, I believe, that the correlation does not exist, or if it does exist, it exists in a degree much less than we have articulated.

I believe there is common accord in the educational community that there is a vital role for adult basic education in helping to solve many of the problems existent in our society. Adult education can and must become a vital agent for social change but to become effective the programs initiated must be more realistic in their expectancies, more specific in their objectives, more effective in the use of existing materials, more sophisticated in their evaluation of these materials and more specific in their recommendations for what is needed.

There are currently throughout the United States many fragments of effective programming and wise use of materials, however, there is little dissemination of information of what has been successful. There is even less dissemination of information of how to put together pieces of what has been successful in order to develop models for effective programming. One of the major reasons for this lack of adequate model development has been the inability to define specific objectives for specific programs for specific populations.

The adult basic education universe has been broadly broken down into two major need groups: (1) those whose basic language is English regardless of dialectic differences, and (2) those for whom English is needed as a second language. The latter group in the disadvantaged population

are primarily those who have Spanish or a derivation of Spanish as their first language. In the south and southwest this represents our population of Mexican heritage. In the industrial north a large portion of the English as a second language population are migrants from Puerto Rico. Program development in adult basic education has attempted to develop models of English as a second language for this total population without the specificity of student motivation or student cultural background.

Many current English as a second language activities in adult basic education are, for the most part, using the same methodology as teaching a foreign language for a highly literate population with backgrounds which include learning styles developed in formal academic activities. A review of the research would reveal that most diagnostic instruments for English as a second language which are vital aspects for individualizing a program have been designed for a least college level populations. Little or no research has been done which would help in the development of instruments which can be utilized for individualization of programs for undereducated adults, adults undereducated in their native tongue.

Materials designed specifically to teach speaking and reading English for students who are illiterate in their native tongue are almost non-existent. Little cognizance has been given to the fact that there are subpopulations and varying motivations in this large group, that is, the motivations of people lacking English as a second language are as varied as they are in the population where English is the native tongue. Programs must be designed for specific objectives in which the teaching of English is only a needed tool to meet these objectives whether they be occupational, whether they be information leading to citizen participation,

or parent education. Programwise and methodologywise we are still operating in a pre-1940 format.

In buildings where sophisticated language laboratories are present, they are, in most cases, going unused while classes of non-English speaking populations repeat in whole groups sentences or phrases regardless of individual differences and individual capabilities. Pressing needs in this area of basic education are instruments for diagnosis of individual capabilities and disabilities, software which can be fed into existing technology which can offer multisensory experiences and literacy concepts to enhance the development of vocabulary and syntax of the English language.

The adult educator must discard the concept that the prescheduled classroom is the sole vehicle for program implementation and that literacy programs can exist in isolation from other programs aimed at assisting disadvantaged populations, for example, models now exist that couple adult basic education activities for mothers who do not have the skills of English as a second language with programs funded for preschool children under Head Start or Title I. It has been found in our experiences accrued since 1964 a prime motivating factor for mothers of young children has been their desire to learn more of the educational system of their children and their role in being more effective in the encouragement of the child's success in school. While evaluations indicate these programs have been very effective, the pilot projects, in many cases, were not continued. Coupling of adult basic education activities to Head Start and Title I projects should be encouraged from the funding sources at the federal levels.

We have tended to develop educational programs for the disadvantaged segment of our society on the assumption that all disadvantaged had the same primary motivations. Dr. William Brazziel, formerly of Norfolk State College, envisions disadvantagement in a more realistic manner, lightening it to an artichoke with layers of leaves and each layer having its specific motivations, abilities and talents. Program developers, program implementers and material developers must look to this concept in initiating program design and programmed material developing.

In our rural areas where distance adds an additional handicap to meaningful programs, the utilization of programmed and self-directed materials, the utilization of ETV, and the utilization of the field worker working with family units must be explored. A recent project of the University of Wisconsin is developing this approach which to a lesser degree was explored by the University of Arizona in the sparsely populated areas of the southwest where English as a second language activities are a great need.

In our innercities we have additional fragments of models which have proven effective, yet our major emphasis continues to be in classrooms with inflexible scheduling and even in buildings where technology is present, the traditional teacher-centered classroom program still prevails.

These models utilize the concepts of specific diagnosis of skill needs in the language arts and computational skills, use an eclectric approach to instruction and highly prescriptive and individualized approach to skill development, utilize technology and programs developed for individualization which permit students to enter and function in class as their time permits rather than preset schedules. Additionally, the language arts skill development objectives are coupled to occupational training programs where

occupational training is the primary motivation of the student.

In the innercities where disadvantagement has caused disillusionment with the "establishment" and has caused a militancy and rejection of societal attempts, it has been found these models have been effective with all age groups, the recent dropout, the 25-35 year age group as well as older students, yet such models have had little dissemination. These programs have proven effective to the degree that in certain communities centers that were designed for adult basic education for out-of-school youth and adults are being utilized part of the time by the existing school systems in the school's attempt to redesign programs for potential dropouts.

In conclusion, any efforts to redirect program implementation and material development should take into consideration:

1. A clearer definition of literacy and this vague thing called adult basic education.
2. Define more realistically the role of adult basic education in total effort to assist the disadvantaged.
3. Educate program funders regarding realistic time needed and realistic expectancy of achievement levels.
4. Develop an eclectric approach utilizing the successful experiences of the past six years.
5. In developing materials take into consideration the motivating factors which are those of the students and develop specific materials for specific programs to solve the problems <u>of</u> the students as <u>perceived by</u> the students which may or may not be those perceived by society.

6. Develop models based on our experience in occupational education programs, programs in correctional instiitutions, etc. utilizing our present knowledge concerning diagnostic procedures and prescriptive programming for skill development.
7. Design preservice and inservice educational programs for instructors which will encourage the use of multisensory media, develop sensitivity to individual needs, and develop skills needed for diagnostic and prescriptive approach to skill development.

If the six years has taught us anything, it has taught us that students do not come to learn to read, they come in the hope that the educational experience will help solve their problems. Learning to read is but one tool in solving problems of disadvantaged adults.

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# PRACTICAL CONSIDERATIONS IN JOB TRAINING THE UNDERSKILLED EMPLOYEE

International Business Machine Corporation

R. J. Daly

## Implications in Hiring Practices and Procedures

Employment practices and procedures represent the most immediate area which requires substantial change and attention.

### Pre-Employment Testing

Isolating, for a moment, the existence and practice of "de-facto" racial discrimination in hiring, the biggest impediment to employment of underskilled job applicants is the evidence used to justify his or her unemployability. Culturally or educationally disadvantaged individuals will seldom meet hiring criteria as measured and stipulated on standard employment test batteries or standard academic achievement tests.

The variables, or causes, of this poor test performance have not yet been clearly identified even by professional psychometrists. The causes may be environmental, individual, or a combination of both. Positions and opinions on this may range from the genetic (hereditary inferiority) as exemplified by Professor Jensen of University of California to adherents to social deprivation theories.

A great deal of criticism has been directed toward test batteries as being culturally biased in terms of having been standardized on middle class values in life experience. Consequently, it is alleged that the results are unreliable and invalid when applied to minority groups who have their own unique subcultural life experiences.

Practically speaking, most pre-employment skill and/or aptitude tests are in fact designed to, and generally do, predict probability of sucess

on the job. Unfortunately, even if the objection of cultural invalidity proves true, the predominant work behavior patterns, and all productive activities within the "work ethic" framework are an extension of the mores of the middle class majority. Regrettable as it may seem, minority group members who may be alienated from these mores will eventually be confronted with the fact that as a minority segment of the labor force they will be faced with adjusting to the system in which they must compete and survive. The analogy is obviously "when in Rome do as the Romans do" and the unfortunate consequence of non-compliance is, "to be thrown to the lions", poverty and deprivation.

The real problem is not the tests themselves, assuming they measure what they are supposed to. Neither is it denial or rationalization of the real differential in test scores by minority vs. middle class job applicants. It is how this test performance data is interpreted and utilized. First, if the data is interpreted as being absolutely indicative of skill, aptitude, or academic achievement not liable to change, then this is an unwarranted assumption. Second, although high scores are fairly reliable in predicating successful job performance, and correspondingly lower scores tend to predict a correlatively lower probability of success in the job, this does not necessarily justify a blanket conclusion that all failures on tests will automatically result in failure on the job. Unfortunately, it is this negative generalization that has predominated in many hiring practices in industry today. If this theory is assumed by personnel placement staff and used as a "screen out device," against applicants with language, educational, or sub-cultural handicaps, then the tests are being used improperly. This is detrimental not only to the

rejected applicant, but ultimately, to the employer who might gain long range tangible and profitable advantage by having hired him. The more legitimate value of pre-employment aptitude or achievement tests lies in their use as diagnostic instrument in determining the nature, scope and duration of subsequent remedial pre-placement training. This will be discussed more in depth later in this paper.

Employment Entry Status

Frequently the initial employment status and potential advancement range of the applicant is vague or undefined. A candidate for remedial pre-job training should be hired as a regular employee, not as a temporary (on trial basis) type pre-employee. Historically, underskilled or unemployable individuals have been placed in temporary pre-employment training situations with no promise of an actual job. More frequently, they were not placed. This obviously results in anxiety, insecurity and feelings of inadequacy on the part of the trainee. The subsequent conditioning resulting from successive frustrating terminal experiences can create or at least reinforce what might be described as "a failure syndrome". In the end, both high attrition rates on the part of the employer and perpetual unemployment on part of the prospective worker, both become mutually self-fulfilling prophecies.

Compensation

Most publically sponsored and administered programs seldom compensate the trainee with what even may be remotely considered an actual living wage. Usually, a token training allowance or stipend has been granted at a bare subsistence level more or less equivalent to a welfare hand out. One doesn't have to be a student of industrial psychology or motivation theory to recognize that adequate monetary compensation is a prime motivator.

The absence of this or a decent wage is one of the most repressive and demoralizing controls that can be exerted on any individual. In summary, the priority sequence should be "HIRE first, then TRAIN,: not: train first and then 'may-be' hire."

Interviewing Criteria

A final problem area exists in the interviewing and selection process. The experienced employment interviewer may find it difficult to break the habit of "screening out" rather than "screening in" prospective employees. On the other hand, there is a reverse danger of the naive, misdirected, well meaning personnel interviewer who wants to solve all problems by accepting any applicant whom he or she feels is "deserving". In the case of "hard core" applicants, the objective of the interviewing process as a pre-employment analysis is not whether or not the candidate fulfills the normal requirements or qualifications for a specific job. Rather, it is judging whether or not the specific applicant has a real potential for ultimate success in a working environment.

## Training Implications

Although the actual educational materials which comprise a curriculum are of prime importance, the major consideration in the training phase is not what you use but how you use it. The parameters and terminal objectives must be clearly identified. For example:

1. What do you want the program to accomplish?
2. At what aptitude or achievement level do you begin training?
3. What type of curriculum materials and staff are needed?
4. What methods or instruments are employed to measure success?

Objectives:

Training should reflect both employee/employer needs. The employee aptly reflecting Maslow's "Hierarchy of Needs" wants and needs long term employment security, job satisfaction and a reasonable opportunity for advancement. On the other hand, the employer is concerned with low attrition since his profit is maximized by a stable productive work force. This can be subverted very early if, due to a false sense of economy, the training objectives are limited to bringing the trainees "as close to minimal performance requirements as quickly as possible." Admittedly, most previously unemployable trainees will not complete short term training activity with capabilities much beyond entry level jobs. The real questions depend on how much consideration is given to career development, academic upgrading, at least to a high school equivalency level, and follow-up attention such as supportive counseling, after they are placed on the job.

Once the trainee is in an operational job (even at entry level) the combination of

1. barely adequate short term training and...
2. the frequent attitude of the receiving supervisor that the trainee is at best a marginal liability to his operation, is likely to result in a revolving door cycle.

Obviously this is not good business since high turnover is not only expensive but the manpower investment loss is essentially irretrievable. Setting limited training objectives in budgets for remedial employee rehabilitation is a penny wise, pound foolish approach to manpower resource planning. An additional consequence of high turnover is that, although personnel statistics reflect a favorably high minority recruitment

rate, significant increase in the "on-board headcount" percentages are difficult to achieve.

Scope and Limits of Remedial Training Programs

The scope of any remedial academic program should be realistic not only from the educational needs of the recipients, but also from practicability of operation. Industry cannot and should not be expected to assume the total responsibility for all vocational remedial efforts. Dividing respective responsibility at a practical grade level cutoff represents one area where industry and education can work cooperatively together for the benefit of all concerned.

It is probably not very practical for industry to gear remedial programs for individuals below the 5.0 grade level since individuals in the extreme low grade levels or those who may be functionally illiterate would not have a high probability for success in meeting the skills required even on an entry level job. Furthermore, shortage of skilled specialists in adult basic education actually employed in industry pose a very significant problem in staffing a viable training program. As an alternative approach it must be more appropriate and efficient for public agencies such as welfare, vocational rehabilitation, etc. to assume responsibility for the initial remedial effort of basic literacy prior to referring an unemployable rehabilitatee to an "on the job" work study program in industry. I am suggesting that a clearly defined but well coordinated division of responsibility in remediary unemployability be made between public agencies (and schools) and industry at the 5.0 achievement grade level.

Industry then, should be prepared with well organized and planned work study/on the job training combination programs. These programs should not

be limited to entry level abilities, but go beyond and accommodate high school academic equivalencies, since this is generally accepted as a minimum academic qualification for long range career advancement. Any industry involved in training today is not being honest or efficient if it does not bring its labor force up to that minimal academic level. As mentioned earlier a great number of current programs are primarily concerned with bringing the unemployable individual to a barely minimal standard rather than considering the individual as a prospective long term profitable employee.

Staffing

The one variable that has a profound impact on success or failure is the selection of staff. In staffing a training program the following essential criteria must be met without exception:

1. Instructional qualification: Obviously the training staff must have some teaching experience, however, this does not imply graduate educational credentials. It does require a sound working knowledge of the various instructional methods and a sensitivity to when and how certain teaching techniques should be employed. In addition it is important to have a thorough understanding of learning theory particularly recognizing the difference between how adults or academically alienated individuals learn as opposed to the more classic methods of teaching. Malcolm Knowles of Boston University identifies this distinction in a paper entitled "Androgogy vs. Pedagogy".
2. Interpersonal Communication Skills: If staff qualifications were ranked in order of importance, sensitivity and communication skills should lead the list. Due to the understandable defenses and suspicions disadvantaged or minority groups inherently reflect in their perception of, and conditioned response to,

"the establishment", the trainer's ability to establish constructive rapport is critical. This applies initially to the trainer/trainee relationship in the learning process. It also applies to the supportive role of counselor that staff must fulfill in order to ensure emotional adjustment to the new work environment. Present evidence and experience seems to indicate that difficulties in reciprocal adjustment between the employer and the employee preempt work skill deficiencies as a major cause of failure and attrition of hard core trainees. For example: the trainee must understand and conform to the punctuality and attendance requirements of industry. Correspondingly the employer must realize that this transition process takes much longer for individuals who have not identified with the middle class values that are an unconscious part of his (the employers) value system. The trainer's maturity and ability help the trainee adjust his attitude and feeling about work contributes to ultimate job success.

3. Staff Structure: Many questions regarding staff structure are usually directed at the racial composition, should it be all black, all white, or mixed in some vague weighted ratio? First, regardless of race the staff should have the qualifications to do the job previously mentioned. If this is assured and there is a choice in selecting staff, the racial mix can be reached quite deductively.

By way of elimination, an all white staff is not particularly desirable because of the already existing mis-perceptions of each other by white trainer and minority trainee. The white "company man" is usually disastrously ignorant of his trainees as people, their life styles etc.

Correspondingly the "company man" is perceived as a symbol of the institution and its history of prejudice and discrimination. The net result is that neither staff nor trainees can relate with each other very easily, if at all.

On the other hand an all black staff has severe drawbacks of its own. Depending on the magnitude of the program and the shortage of qualified black staff members within the company, it is difficult to recruit a complete black training staff. In addition, an all black staff is not representative either of the management structure or the ratio of minority group employees that the trainee will be exposed to on the job. Also, no single black person can really speak for the entire black population any more than a white individual can presume to speak for all white people. An all black staff may possibly limit the trainee to relating only to itself and not to the real work environment after training. This is a symbiotic relationship and does not resolve the personal adjustment problem ultimately to be faced on the job. Furthermore it is naive to assume that all blacks as individuals will automatically relate to each other or share the same feelings and attitudes based on racial affinity. This is a benevolent form of racial stereotyping. The obvious alternative is to have an intergrated staff representative of the work environment. It should be balanced to include black and white, males and females.

One planning factor that often creates a problem is, where you are going to recruit your training staff. External, consultant/recruitment or contract may yield experienced educators and vocational trainers but this has one important drawback. Regardless of professional qualifications most outsiders seldom have an intimate knowledge of or identification with the company per se. They may have an understanding and an orientation to business in general but each company has its own individual character

which takes time to learn and be reflected in ones working behavior. This is important because the trainers example is usually perceived by the trainee as a role model for employee behavior. As a result it must be consistent and reinforce the particular company role expectations of its employees. In the final analysis all of the above staff considerations must be weighed both individually and collectively as to which are most important to the company, and final decisions must be made based on this.

Training of the trainers

1. orientation to overall program objectives,
2. introduction to the curriculum and practice with the educational materials,
3. a review of the learning theories and how these are applied to the adult learner,
4. a thorough familiarization with the background of the trainee population in order to understand the pervasiveness of its influence and,
5. most important, whatever sensitivity training is necessary to ensure constructive vocational counseling and interpersonal communications skills.

In summary the quality and skill of the training staff itself is the most catalytic element in insuring the success of even the best designed remedial vocational training program.

Curriculum Guidelines

Due to the variety of job skills required in industry, it is unlikely that any single curriculum or training model is ideal. However, if management is oriented toward a "total training effort" then certain general guidelines emerge.

The program should include both academic as well as job skill objectives and not be narrowly limited in duration. The academic objective should definitely be geared toward high school equivalency certificate for reasons mentioned earlier, not limited to minimal remedial language and math skills. This immediate need can and should be filled during an initial short term (possibly 4-6 weeks) orientation phase of the training program. Efforts toward the overall academic objective should be continued during a portion of the workday after placement in actual "on-the-job training" cycles. The duration of this work-study experience should continue until the GED certificate is achieved. This could be classified as career oriented employee upgrading and be flexible enough to accommodate different initial achievement levels and leaving rates. It would reduce the pass/fail liability characteristic of programs with fixed duration time limits. In addition it is eligible for Federal reimbursement under MDTA, MA-5, option B.

Actual job training if it is on the general entry skill level can best be accomplished on the job in practical "hands on" applications. There are obvious exceptions to this generalization such as typing skills, machine operations, etc. In these instances many of the already proven skill development programs can and do provide the desired results.

Variety in a rotational job experience can be extremely valuable to the trainee and can be applied to most general work situations. For example:

1. production trainees can be rotated in different phases of the assembly process,

2. General clerical or administrative trainees could be exposed to temporary assignments ranging from distribution services, filing, reproduction, and basic bookkeeping,
3. secretarial and/or typist trainees learn best in a "pool" environment where mistakes are easily monitored and a beginning typist will not handicap an entire office or department.

In summary job training for underskilled employees should be extensive and oriented toward tangible goals in a meaningful "earn while you learn" environment. It should not resemble an automobile agency "new car preparation process" of a quickie wash, wax and lube job. If this is the case, the results are the same: an expensive "preparation charge, for temporary polish job and not enough gas to get you very far".

## Retaining the New Minority Group Employee

In the final analysis, success of any training program designed for minority groups can only be measured in terms of retention of the employee. A great deal of lip service has been paid to this principle but very little planning is done to insure it. The shocking facts are that the attrition rate for members of the disadvantaged is approximately double that for the higher levels of worker and the unemployment rate in ghetto areas today equals the national unemployment rate of the great depression.

In order to gain an understanding of how to hold onto a new minority hire we must look at some of the causes for losing him. Some of the causes are independent of the employer's control, such as: military service, pregnancy, family problems, legal problems, such as salary attachments and excessive illness. These causes for attrition apply to the entire employee population and are not unique to minority employees. However, some factors

might be more prevalent among individuals from a depressed environment, and are a direct function or consequence of it. For example: excessive salary attachments can reduce a take-home pay to below the minimum standard of living granted by public welfare and thus encourage return to a welfare dependancy status. In the case of illness, the disadvantaged do reflect a much higher incidence of medical pathology due to insufficient previous medical attention.

Two areas deal directly with the work environment and can be controlled by management are:

1. orientation and training in mangement of minority group employees and
2. a well planned program of individual and group follow-up after training.

Management training should include not only a familiarization with the history of black Americans but be supplemented by on-going discussions or Dialogues in Black and White. This would help managers more fully understand the feelings behind minority workers actions and behavior which he may have difficulty in accepting or coping with. Particular attention should be directed toward developing sensitivity and skills in interpersonal communications. In order to really understand his minority group employee the manager must recognize that "rap" is an essential ingredient in rapport.

Implementation of a well-structured follow-up system is the critical "ounce of prevention" needed to avoid the costly "pound of cure" in training and retaining minority group workers. This can be in the form of supportive counselling for both trainee and/or his manager depending on the particular situation. It is vital that this service be available as long as it is needed to assure complete adjustment by the trainee to

the work environment and it to him. This might be done by an enlightened well trained manager. However, if the management is perceived as a threatening authority symbol, then counselling should be available through personnel services.

An additional concept that might be valuable as both a remedial and preventive tool is regularly scheduled bi-monthly discussion sessions comprised of the trainees as a group. This should be guided by a capable leader. The guidelines should be directed toward work experiences and in particular problem areas. Two immediate benefits can be derived from this type of activity:

1. Each individual learns and begins to understand that certain experiences and adjustment problems are not individual or even unique to him as a minority group member.
2. The group solution process can either have a more direct impact than individual counselling or perhaps reinforce the counselling process based on the strength peer-group influence.

In conclusion success and re-generation of previously unemployable minority group employees can no longer be considered "Lilies in the Field" to be cared for by some natural force. Through proper training they can be cultivated and enhance our society. However, ultimate survival depends on the degree of continued attention the trainer or cultivator is willing to provide.

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# ABE AND MEDIA MATERIALS

Florida State University

William J. Quinly

A perusal of the major media resource catalogs quickly reveals that there are almost no commercially prepared audiovisual materials available to the adult basic education teacher.

One can appreciate that the publishers and producers of software have been attracted by the profit motive to meet the needs of the conventional classroom. In their defense, it might be suggested that they have not been fully apprised of the teaching problems in ABE, nor of the growing demand. They are not cognizant of the fact that you are teaching adults such basic things as how to use the telephone, register to vote, sign his own name, or count change.

In their productions for the public schools, the publishers and producers are striving to reflect the ultimate in our culture, the all-electric kitchens, time-sharing computers and the world of tomorrow, while you seek assistance in teaching the very basic of human existence.

Commercial producers will not be attracted to the ABE field unless you make them aware both of your requirements, and the sizeable market which is yet untapped. There would appear to be dozens of competencies which are sufficiently universal to justify their production of media materials--information on filling out employment papers, using a time clock, opening a bank account, avoiding "loan sharks" and "bait advertising." In addition, there are hundreds of thousands of educated Americans who would appreciate instruction on buying a used car, computing the interest on charge accounts, purchasing automobile, life and health insurance, or the benefits from social security and medicare.

Instructional materials prepared for use in ABE must be especially well designed and thoroughly tested, since you cannot afford the luxury of illogical or frustrating programs. Educators are far too prone to accept unproved solutions which are offered as a panacea. The use of media materials does not guarantee success. Their inclusion in a well-developed program should shorten the time required to teach a concept, and make some provision for the individual differences in learning ability.

Even if there were an unlimited selection of teaching materials for adult basic education, there are still applications for locally produced material to meet the unique requirements of your center. Commercial producers cannot prepare material on welfare, public health, housing, vocational rehabilitation and employment opportunities which would be completely applicable to your situation. Even a program produced on the state level should be supplemented with locally produced material to relate the information to your immediate area.

Audio-visuals should be produced to orient new staff members to laws, regulations, goals and activities of the ABE center, or provide special instruction to novice faculty.

Most teachers blanch at the thought of becoming involved in the preparation of visuals, since charts, graphs and conventional visuals require some artistic ability, some expertise with special equipment, and the most precious commodity of all, time. There are, however, several notable exceptions.

Most office copiers can be used to produce reasonable satisfactory overhead transparencies from any printed matter in a matter of a few seconds, for less than twenty-five cents each. Transparencies of outstanding student papers may be projected for study by the group, along with maps, charts and diagrams. Those with access to local graphics production areas can request the more sophisticated colored diazo

transparencies, with or without overlays to further develop the basic idea. Those who have access to neither can create their own visuals with a sheet of plastic and a marking pen.

Teachers who make extensive use of the chalkboard should consider using the overhead projector instead, since it permits them to face the class, and constantly appraise their student's comprehension of the subject under discussion. The use of transparencies eliminates the necessity to laboriously write out basic information, or re-draw designs, since the visuals may be erased after every use. An additional advantage is that material presented earlier can be reviewed at any time. Color may also be added to increase interest.

Access to an 8mm motion picture camera makes it possible to create single concept films. The students can become the stars of these brief films, which in less than four minutes can teach a single concept or activity. No special lighting or other complicated hardware is required. The only preparation demanded is a well thought out script, which reveals the proper sequencing of events in order to achieve the desired objectives.

Much has been written about portable videotape recorders, which are becoming increasingly available to most school systems. Complete units, consisting of a recorder, camera, tripod and the necessary cable are now available for just over one thousand dollars.

The inherent advantages are legion. Presentations of visiting lecturers or other special events may be recorded for replay at some future date, students may see themselves immediately after making a class report, or participating in a role-playing endeavor. Self-criticism is the most beneficial criticism of all, and students can immediately recognize mannerisms, the need for improvement in speech, posture or appearance, or

other problems which cannot be conveyed as effectively in any other format.

It is generally agreed that students will learn more by doing than through instruction, and the use of the videotape recorder in the classroom will add an additional incentive.

A most devestating experience for any teacher is to see himself on television. Those who are really interested in improving their instructional presentation should subject themselves to this expurgating experience, in which you become aware of your own shortcomings and see areas for improvement.

The equipment is threaded much like a conventional tape recorder, and is as easy to operate. On most models, the audio and video levels are automatically controlled, so the sole concern is the operation of the video camera. This consists principally of pointing it in the direction desired, and focusing the zoom lens, when it is available.

The recent decision of the Japanese government to make all video tape recorders produced by that country compatable will almost alleviate the major problem that has plagued the users of this medium. Previously the recordings made on one model of equipment had to be played back on the same model. Now that a start on compatability has been assured, the problem will in time be greatly diminished. Half-inch equipment is generally satisfactory for classroom recordings, when broadcast quality is not required.

Video tape is relatively inexpensive, costing out at approximately ten cents per recorded hour. This takes into account the fact that most tape is good for at least 500 uses, in either the record or playback mode.

Portable units are available with a battery pack, which is about the size of a large handbag. These units can be carried on field trips, or into areas where electrical current is not readily available. They are

relatively unobtrusive, and can be used to record skills, processes, formalities or close-up action, providing all viewers with a front row seat of the action on playback.

Provisions for taking into account the individual differences in learning ability amoung students has long been a goal of educators. This can be partially realized through the effective use of the tape recorder. Recent experiences have shown that the information contained in an hour's lecture can easily be presented in less than 40 minutes on a tape. When one is going to record a lecture, he spends more time in its preparation, in selecting the most concise phrases, eliminating ephemeral trivia, and developing the subject in an orderly fashion. When one is conveying information only, then thought should be given to recording the talk. The instructor can better spend his time in other endeavors than repeating a lecture several times. Most students in large classes much prefer listening to their faculty member on a tape, since it establishes a feeling of an instructor-student dialog.

Some instructors give individual responses to student papers by recording their comments on individual tapes for the students to play back at their convenience, and students can also use them to check their pronunciation or evaluate their delivery.

Over a period of time, it would be possible to develop a library of informational tapes with details of the procedure for accomplishing various tasks, such as seeking legal aid, financial assistance, welfare, making an application for public housing, or any of the other problems which face the undereducated adult at various times during the year. The student could be given the tape which provides all of the information generally required. The instructor would need only to supplement by answering specific questions, assured all of the essential information had been given.

The development of the cassette recorder opens new vistas for the application of recorded information to instruction. A cassette is much easier to store than a conventional tape reel, is less expensive, easier to handle, and has sufficient playing time for the average lesson. Even more important is the fact that the playback units are portable and less expensive. The time is at hand when the students will be able to take these cassette playbacks home with them, to do their studying at a time most convenient to them. We all have a tendency to learn better when we want to learn. Some of us are night people, others study best in the early morning.

When an instructional need can be met with audio tapes, or with audio tapes and a workbook, it will be possible for each student in the class to proceed independently, doing his work at school and at home.

35mm slides have long been neglected as a teaching device. By use of an easily operated camera, it is possible to photograph buildings, places and personnel which have some significance to the ABE student.

With the use of a Kodak Ektagraphic Visualmaker, even the most bumbling photographer can copy pictures, drawings or make the close-ups required for his lesson plan.

The Visualmaker Kit contains a camera and two simple copy stands, each with a built-in reflector which provides just the proper amount of light from the flashcube to properly illuminate the item being copied. The entire unit costs approximately one hundred dollars, and provides all of the photographic capability that will be required in the average classroom.

The ultimate in individualized instruction is the auto-tutorial mode, which is achieved through the use of 35mm slides and a specially designed tape recorder.

All of you are familiar with the sound filmstrip, which as the accompanying record with an audible beep when it is time to advance to the next frame. Only the most talented operators are able to keep the presentation in synchronization, with the proper commentary for each frame. This concept has been dramatically improved through the invention of the device which can be used to synchronize the audio tape with a Carousel or Ektagraphic slide projector.

After the slides have been produced which give the proper visual treatment to the subject, a script is written to provide the additional information required. These recorders have a special facility which permits the operator to add a sub-audible pulse while recording which advances the slides automatically.

Once the recording has been completed, students need only place the slide tray on the projector, turn on the equipment, and have the synchronized production automatically presented. The obvious advantage is that the student can repeat the lesson as many times as desired, and at his convenience. Through the use of this approach, the student is not limited by his reading ability. Changes in the lesson plan can be made by substituting slides or re-recording the commentary.

A further refinement is a response board, which can be attached to some cassette tape recorders. This device permits the student to answer 40 multiple choice questions, with his response being punched into a data card which is inserted in the unit.

The responder can be set in either of two modes. The "learning mode," which will not permit the recorder to advance until the student has given the correct answer, or the "test mode," which causes the tape recorder to resume playing regardless of the answer indicated. Some machines can

also be programmed to give the student time to write down any notes he may desire about each slide before advancing to the next frame.

All of this equipment is designed to allow the student to study independently, and have an immediate record of his progress in learning the information required.

One of the real problems in the media field is the lack of adequate resource guides to the commercially prepared material which are available.

The EDUCATIONAL MEDIA INDEX,[1] published in 1964, was the first major effort to list all types of media materials in one comprehensive index. The 16 volumes in this set did provide considerable information, but the publication has not been kept current.

The next effort was the INDEX TO 16 MM FILMS[2] produced by the National Information Center of Educational Media, and the companion volume, INDEX TO 35 MM EDUCATIONAL FILMSTRIPS.[3] These volumes are fairly inclusive, with a supplement to the former volume recently released by R. R. Bowker.[4]

Later this spring, the Westinghouse Learning Corporation will issue a new publication which will provide a comprehensive index to instructional materials in all media for all audiences. THE LEARNING DIRECTORY 1970[5] is scheduled to contain approximately 200,000 entries of instructional materials listed under some 900,000 headings. It is anticipated that this publication will consist of 8,500 pages in seven volumes, and will be available for under $75.00.

[1] New York, McGraw-Hill, 1964
[2] New York, McGraw-Hill, 1967
[3] New York, McGraw-Hill, 1968
[4] R. R. Bowker, 1180 Avenue of the Americas, New York 10036
[5] Westinghouse Learning Corporation, Business Planning, 100 Park Avenue, New York 10017

This conference will provide you adult basic education personnel an opportunity to acquaint publishers and producers with your software requirements, with the numbers of people involved, the urgency of the demand for attention to this problem and an awareness of the role which they must play in order to provide media materials for the undereducated adult.

# NEW CURRICULUM DESIGNS FOR THE CULTURALLY UNIQUE

The University of Wisconsin

Stephen S. Udvari
Associate Project Director

This is an era of rapid technological change. Man has broken his earthly bounds and has made "a giant leap for mankind" with astronaut Neil Armstrong's moon landing. In 1961 President Kennedy set the national goal to land a man on the moon, and by the close of the decade, this historic feat was achieved.

The past decade was also an era of turbulent social and economic change, focusing national attention on the poor and the contributing problem of the undereducated. The Economic Opportunity Act was passed in the summer of 1964 to help the undereducated adult. In response, state plans for adult basic education operation went into effect in the winter and spring of 1965. Following this initiative, the Adult Education Act was made public law in 1966. In the past six years there has been a slow awakening of latent social conscience to these earthly problems.

Is it not time for Adult Basic Education to come of age?

Is it not time that basic education for adults also should hold some small glimmer of hope for mankind?

Adult Basic Education is not a new link in the continuing chain of education as a lifelong process. There are two significant milestones in the Adult Basic Education movement in this country; the first occurrred after the Civil War in response to the emancipation of the slaves and the tremendous task of educating a segment of our population that was totally illiterate, and the second occurred after World War I in response to the citizenship programs for immigrants. Interestingly enough, this became the first attempt to teach large numbers of people English as a second language.

It might be added, however, that traditional teaching methods were used and not the new techniques developed in present-day TESL programs.

The body of knowledge about adult basic education in relation to elementary education is comparatively small. For the most part, early attempts to establish a curriculum for adults have employed the adoptive method; that is, existing elementary materials were simply adopted outrightly for use without any attempt to change the content or instructional methods. The next stage of curriculum design and development employed the adaptive method. In this method some aspects of the child-oriented material were modified. In most situations the authors of adult materials simply changed the supporting illustrations and the front cover. Some attempts were made to change the childish language and character of the content. These early attempts proved highly unsuccessful, and the adult learners dropped out of the literacy programs in droves from sheer boredom and insult to their intelligence.

It wasn't until behavioral and educational psychologists, such as Dr. Eisdorfer of Duke University, revealed that there were marked differences in learning styles between young people and adults that some attempts were made to develop totally adult-centered curriculum materials. In early curricular materials the stress was placed on basic fact content and skill development rather than its relevance to the real and felt needs of the adult learner.

The disadvantaged, according to Dr. Derbyshire, a psychiatrist at UCLA, are lacking in motivation and goal orientation. This characterization is often assumed by the status quo advocates as being innate to disadvantaged persons, something they are born with. Earlier ABE programs employed channel motivation. For the most part, the appeal to enlist and

hold ABE members in literacy programs was a moral one. There were three categories of channeled motivation,

1. social-agency directed,
2. economic,
3. educational.

The appeal went like this: In order to secure funds and materials administered by social agencies..., or to secure, hold and advance in employment..., or to improve one's self-image and image as a helping parent, the adult learner must be able to read, write, and compute. Therefore, his guilt for conditions over which he had little or no control was compounded.

In many ways, this channeling was imposed by federal agencies granting the resource support. From examination of program proposals federally funded, it appears that nearly all ABE programs are predicated on one major goal, namely, "to help the undereducated attain sufficent skills in listening, speaking, reading, writing, and computing in order to be trained and/or retrained for jobs." According to a consensus, one is led to believe that adult basic education is a secondary concern, since realizing the short term goal of employability is the primary objective. It would follow that ABE is a transient program that will in time abolish itself through natural attrition of employment.

First, not all ABE condidates are seeking jobs, and second, not all ABE candidates are seeking to leave one area for another. The adult going through many of these programs has learned to raise his level of aspiration only, to be confronted with the knowledge that no avenues of opportunity exist for him to realize his goals.

Reports of our advances in technology stress one theme, <u>man is being made obsolete.</u> There is a growing feeling of futility among adults in

in training and retraining programs, since it is generally their jobs that will be made obsolete in the next stage of technological advancement. Man is clinging desperately to one intangible thread of his existence, the dignity of man. In the main, the culturally and educationally unique are seeking to improve the quality of their lives. They are seeking strategies to cope with life events. Reading, writing, and computing are among these strategies, it is true, as are getting a job, making a budget, and knowing the man to call when you have no other place to turn.

The new basic education curriculum for adults should grow out of the needs and experiences of the learner and contribute to his self-development and to the improvement of the quality of his life. The scope of such a curriculum to be effective must go beyond the literacy skills level and strengthen the learner's competencies as a person, a parent, a worker, and a citizen. The challenge of Horace Mann remains strong, "Education, if it is to mean anything, must teach us how to live."

Curriculum design is not the act of simply adopting or adapting existing child-oriented materials to adult applications. Curriculum design is a process of determining a system of relationships between the learner (his needs, his individual differences, his self-directed purposes), and the teacher (his personality, his methods, his strategies), and the total supporting resources of institutions (goals, objectives, concepts, content, media, technology, environment, administration, etc).

The greatest singular weakness of present ABE programs is that the programs have to be implemented almost immediately without sufficent lead time to develop a viable curriculum. The controllers of purse strings demand specific inputs and resulting outputs to justify the expenditure of

moneys. Another weakness (and in some way as the result of immediate programs implementation) is the national Adult Basic Education has never been organized around a specific philosophy or statement of goals. At present each program and organization seemingly purse divergent goals, prime of which is self-perpetuation through continued funding. Another factor, in present ABE programs, is the lack of interest in developing and producing relevant materials for adults by publishers. Since they are primarily interested in the profit gained from elementary and secondary schools, the publishers are not ready to jeopardize the larger and more stable market of these public schools for the smaller market of Adult Basic Education. There are, however, a few small publishing companies who are going yeoman's service for ABE.

ABE program personnel have two challengers before them:

1. They must take the initiative and design new models for ABE and develop supporting curriculum materials, and
2. they must promote and enlist publisher interest and participation in a joint effort to improve the quality of ABE curriculum materials.

Another avenue that deserves pursuing is educating state and federal officials to the need for separately developing new designs, systems, and curricula for ABE without the burden of instructional program operation. Moreover, the failure of many ABE programs is the result of this dual burden.

The beginning for such an ABE curriculum effort is <u>now</u> and with <u>us</u>. I shall beg the question, "where do we start?" We start with some of the things I have stated, a definition, a design model, a criteria of needs.

First, we need a working definition of Adult Basic Education. I do not presume that the statement I am about to offer is the answer. I present it to you as a point of departure for your further thinking. My definition is as follows: Adult Basic Education is an instructional program in the continuing stream of life-long education designed to provide experiences to improve the quality of life of adults who are functioning at a level of performance that does not permit their skillful use of available alternatives and their total involvement in today's complex society.

Since adult education contributes directly and immediately to increasing the competence of adults who are affected by and can influence many aspects of social change, a concept model can be designed that relates to all major life roles and which can serve to develop content centers for listing experiences on a broad range of human interests and needs.

The Adult Basic Education model I propose is a three-dimensional cube. To clarify its dimensions, I shall use Bloom's "Taxonomy of Educational Objectives" classifications; they are the Cognitive Domain, the Affective Domain, and the Psychomotor Domain. (please refer to Exhibit A on page 11 for an illustration of the model.)

Goals for ABE are derived from the needs of adult individuals. These are a wide range of felt, real, and postponed needs. It is possible to develop an exhaustive list; however, nearly all needs can be assigned to one of the following four categories:

1. need to know, identify,
2. need to relate, be heard,
3. need to work, be productive, and

4. need to contribute, determine one's own destiny.

Since needs are the outgrowth of feelings, we can assign them to the Affective Domain.

Using the above needs, we can prescribe a set of goals. These goals are the same as those proposed by the Educational Policies Commission of the National Education Association. The goals are:

1. the goal of self-realization,
2. the goal of human relationships,
3. the goal of economic efficiency, and
4. the goal of civic responsibility.

Interestingly enough, the goals also define the life-roles of man. These roles are man as a person, a parent (symbolic for helping agent), a worker, and a citizen. Furthermore, these roles can serve to establish the basic concept matrix involved in ABE. The concepts are identification, interaction, production (management), and participation. Since these elements describe concepts, they are the substance of knowledge and are, therefore, assigned to the Cognitive Domain.

Knowledge is applied to the task of acquiring skills, ways of doing or dealing with things. As the result of our need to know we develop literacy or communication skills. We use these skills to gather information about ourselves and others. In turn, they help us develop social skills as a response to our need to relate, the act of getting along with others. As the result of our human relationship interactions we need to do for others---we need to work, to create, to be productively engaged. To be productively engaged we must acquire vocational skills. Our vocational skills are used to make contribution to the community. As community persons we employ coping skills to participate in civic responsibilities. Ultimately these coping skills are used as strategies

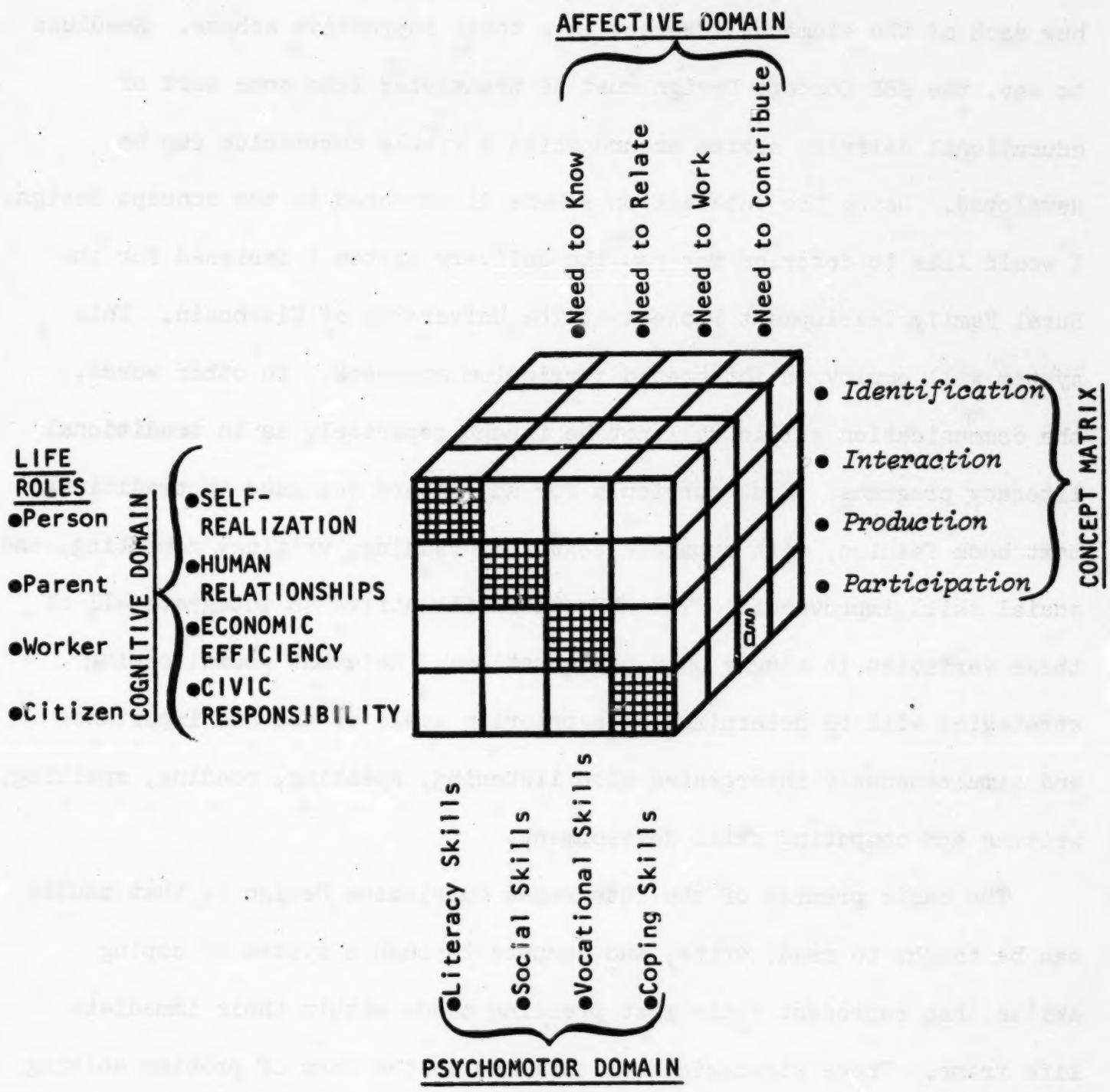
for political and social change. Since skills are performed, observed, and measured, they are assigned to the Psychomotor Domain.

Note how each component of the model relates inextricably to each of the other components. In analyzing the model illustration, note further how each of the elements interact in a total supportive scheme. Needless to say, the ABE Concept Design must be translated into some sort of educational delivery system around which a viable curriculum can be developed. Using the interaction scheme illustrated in the concept design, I would like to describe for you the delivery system I designed for the Rural Family Development Project at The University of Wisconsin. This system will employ an integrated curriculum approach. In other words, the communication skills will not be taught separately as in traditional literacy programs. Most curricula for adults are designed in traditional text book fashion, with separate texts for reading, writing, computing, and social skill improvement. The RFD staff will strive to integrate all of these variables in single unit presentations. Relevant social coping strategies will be determined on a priority scale of use and importance and simultaneously intergrated with listening, speaking, reading, spelling, writing and computing skill development.

The basic premise of the Integrated Curriculum Design is that adults can be taught to read, write, and compute through a system of coping skills that represent their most pressing needs within their immediate life frame. These strategies are designed in the form of problem solving relationships for strengthening judgments in exercising the adult role as a person, a parent, a worker/consumer and a citizen. We have noticed in researching present ABE programs that almost invaribly the first objective

*EXHIBIT - A*

# AN ADULT BASIC EDUCATION CONCEPT DESIGN



is to help the adult master the basic education skills. There are few adults who want to master anything, let alone basic education skills. True, we are interested in upgrading learner skills in the basic subject areas but also in enabling adults to learn how to employ strategies needed in improving the quality of life while learning other practical skills.

We have unwittingly overlooked, or worse, minimized the contribution of adult education to deal with social change. Traditionally there has been over-emphasis on method of education and degree of learner involvement instead of focusing on social issues and problems.

The RFD project addresses itself to one of the most perplexing variables confronting all ABE programs...the problem of motivation. After working hard all day or being frustrated by continued unemployment, it's hard to drag oneself out of the house, drive miles to some classroom that recalls for the adult, his early failures, and then be bright and receptive to one's educational opportunity. Adults want to participate in programs on their own timetable, when their desire is at a peak, and when what is being taught interests them. Inasmuch as adult programs are voluntary, adults want to come when they can, leave when they want to, or when their needs have been met, and return any time they feel the urge to know. Unfortunately, many adults become forced drop-outs simply because they missed three classes in a row, or failed to move sequentially from one grade level to another. To meet these kinds of needs, program designers must consider and incorporate the variables of flexibility, availability, and applicability of the curriculum delivery system.

We feel that the Rural Family Development project will achieve these challenges, for RFD is an all-new approach to reaching the rural undereducated

...not in the traditional classroom and in-front-of-the chalkboard setting ...but in their own homes.

The project is designed as a three-pronged thrust, utilizing television, individualized home-study techniques and personalized contacts in the home to reach its participants.

We have learned in order to reach these people with messages, we must use those things through which they are now receiving messages. Television has been selected as the primary vehicle for conveying messages to and motivating potential rural learners, because we know that nearly 95% of all rural homes have at least one TV set.

As you can gather, what will be offered by RFD will be practical. The content units will expand learning situations to which the adult's background of experience can readily be related. Thorndike in his Learning Theories of connectivism points out that adults have already made many permanent stimulus-response bonds which they use...some deter rather than further learning. One of the purposes of the home-visitation agent is to detect these bonds and relay the information to the development team for creating new learning situations in order that the adult may recognize these errors and learn new relationships. In short, the purpose of RFD is not to destroy the environment that the participants are familiar with, but to capitalize on those aspects of the enviornment that the adult finds somewhat favorable and relevant with which to cope. I hasten to point out that the idea of coping is not just getting along, rather it is a dynamic expansion of the term to mean to deal with effectively.

This will give you some idea about the larger picture of RFD. Possibly this quick description raises more questions that it answers, however, I must confine myself to the more immediate issue of curriculum design and the explanation of our educational delivery system (EDS).

Briefly, EDS is a content distribution and organizational system, centrally developed and produced on a high professional plane, yet so extremely flexible that it meets a large variety of needs in terms of interests, abilities, developmental growth, scheduling, regional limitations, and so forth.

Utilizing the four major goals of education in democratic society as stated in Exhibit-A, the RFD project has been designed around four major Content Centers. Each Content Center contains integrally related information about life experiences. These experiences are based on the concept development scheme of being and becoming, a relationship of moving inward then outward. The Content Centers are: Me, Me and Others, Me and My Money, and Me and My Community.

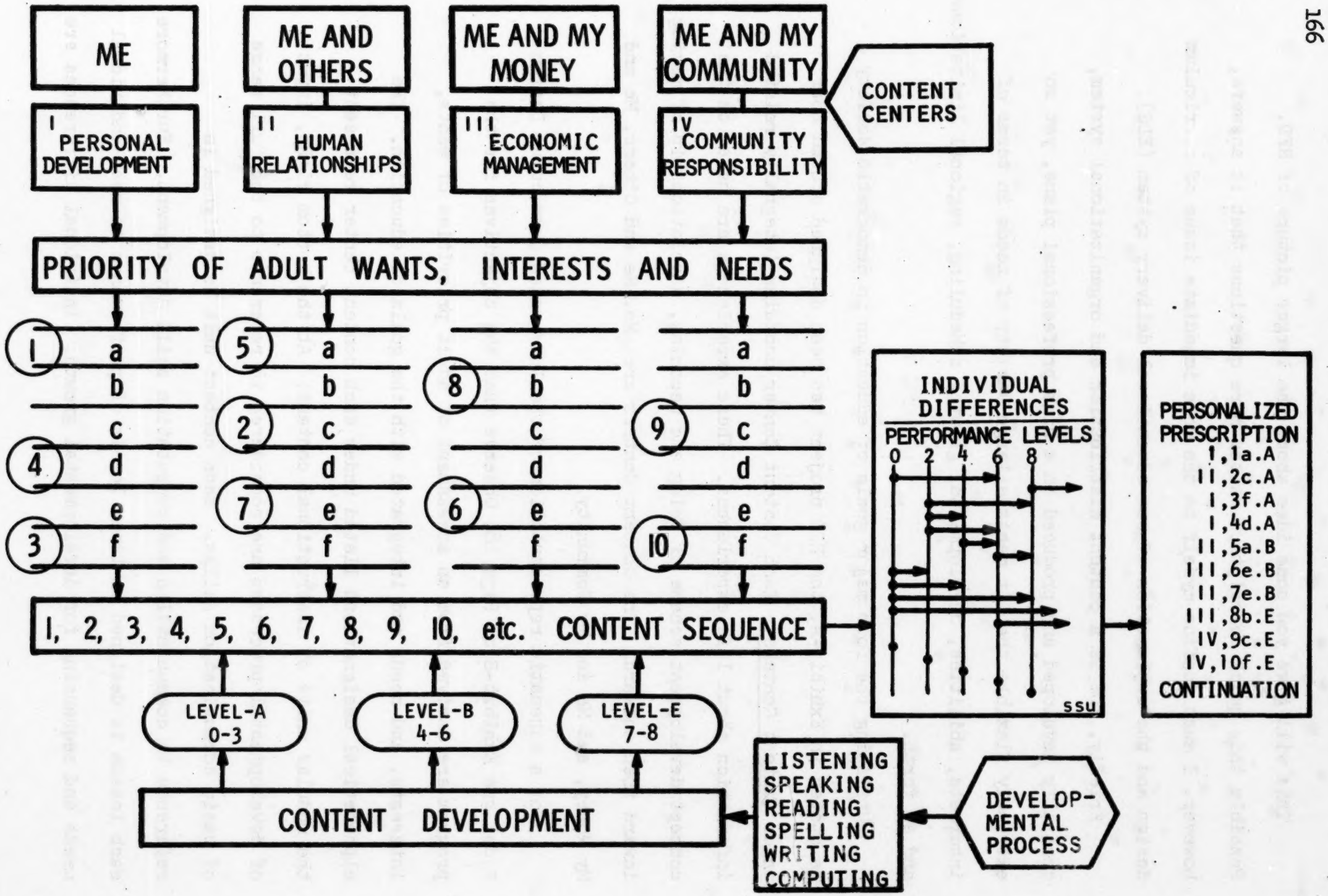
For a schematic representation of the Integrated Curriculum Design Model see Exhibit-B on Page 18. Observe that the objectives for the program are derived from an assessment of adult priorities of wants, interests, and needs and integrated with the goals of education. The alphabetical designations listed under each content center represent the modular units of instructional content. At the bottom right, input of developmental processes are considered in reference to the full range of basic communication skills. Each content unit is designed in reference to communication and computation skill development. Furthermore, each lesson is designed on three levels of performance to meet individual needs and sequencing for developmental growth. Individual differences are

# ADULT BASIC EDUCATION INTEGRATED CURRICULUM DESIGN MODEL

*EXHIBIT - B*



AN EDUCATIONAL DELIVERY SYSTEM



considered in terms of performance, ability, motivation, rate of learning and self-pacing, and so forth. A personalized prescription is provided for each learner, allowing all learners to participate under full flexibility of personal limitations.

The Content Center titles were carefully chosen to create a stronger sense of personalization that is non-threatening. The use of the word Me tends to create an immediate sense of self-identity and convey the feeling of self-direction; whereas, the commonly used title of You tends to be directive and projects feelings outward from the individual... it is someone else, not me. Incidentally, it is correct to say my money and me, however, we chose the vernacular form for emphasis and identification.

Surveys and resource people of the same life style as our potential clients were used to determine the priority of adult wants, interests and needs. Prophetically, the initial letters of wants, interests, and needs spell out the work WIN.

In the next step, an index of modular units are determined from the survey of wants, interests and needs, each of which contains two or more integral and/or cumulative lessons designed around specific behavioral specifications. For example the content center of Me and My Money is divided into two parts, Me and My Home and Me and My Work, containing the following modules:

| Part 1 | Part 11 |
|---|---|
| Managing My Family's Money | Looking for a Job |
| Homestead Protection | Applying for a Job |
| Planning My Family's Meals | Job Responsibilities |
| Buying Guides | Job Benefits |
| Health and Sanitation | Self-Employment |
| Medical and Social Services | Employment Services |
| Making My House a Home | |

The content centers illustrated in the model are used to designate the

titles of four 3-ring binders made for insertion of loose-leaf instructional materials. Instead of a textbook or workbook, the adult learner will receive four empty binders each with an appropriate index of modular units and divider tabs (as described in the aforementioned paragraph), ready to be filled with special instructional units that will be individually prescribed for the RFD member.

More than 100 different instructional units will be prepared to go in these binders. Each major topic to be treated by RFD will be prepared on three different ability levels; this way, each RFD member, with the assistance of his home-teacher aid, will select the appropriate instructional unit that will meet his exact requirements. The adult inserts the unit in his Content Center loose-leaf binder, thus beginning his own encyclopedia of strategies for coping with life events.

The loose-leaf binder and content system has numerous advantages over traditional textbooks in addition to flexibility of choice and student involvement in developing his own materials·

1. Appropriate existing materials may be inserted at any time in the binder.
2. The student is not innundated with materials irrevelent to his particular needs.
3. Revision or additions can easily be made without revising or dating the entire book.
4. New units can be prepared for distribution without revising the entire book.
5. Materials can be highly localized and regionalized...special language and ethnic needs can be met on a unit basis.

6. Content experts from thourghout the country can participate in developmental projects in their specialty on a unit-by-unit basis.

In studying the EDS model, one might visualize a bill of fare, a menu from which one may choose as his appetite would move him. Rightly so, for the learner has an added option to select from each Center and each module the lesson that suits him. Each lesson is sequentially tabbed, making an obvious break in the order if the learner is choosing at random. Confronted with the breaks in his personal encyclopedia, the adult has added psychological motivation to complete the broken sequence.

Aside from the information and new concepts of how to deal with problems, the adult is being guided through a deliberate developmental process of acquiring reading, writing, and computing skills. In addition to having all lessons designed on three ability levels, integrated into each lesson are developmental concepts that permit learners to grow in progressive achievement.

The final facet of this RFD curriculum design is that every member will be able to participate in and benefit from the total program. For example, if an individual enters on Level-B and does not progress developmentally beyond that point, he does not have to drop out of the program. He will be permitted and encouraged to continue and benefit from the full range of the content materials, since all subsequent materials can be offered him on the same level of performance in which he has found success. On the other hand, if an individual progresses consecutively, he will receive subsequent units on progressively more difficult levels.

Advancement in our educational system is now based on vertical movement...when you have mastered the 2nd grade materials, you advance to the 3rd, then the 4th. and 5th., and so on. We do not provide for those who cannot go beyond a given grade level...as far as we are concerned, his education is over. The RFD Content Center system provides for unlimited horizontal educational advancement...an RFD member can continue to learn, in a variety of fields, indefinitely, broadening his life coping skills, at a given success level. Naturally, we hope he will advance vertically and improve basic skills. However, we have provided for those millions of Americans who cannot do this.

ABE must abandon the idea of moving adults through meaningless grade-by-grade progression and develop totally new models for adult learning.

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## A LIST OF CRITERIA
## DETERMINING CONTENT ORIENTATION AND RELEVANCE

| | |
|---|---|
| REALITY PERCEPTION | Do culturally and educationally unique adults share the same level of reality with us (the educations)? Is his sense and context of meanings general enough to perceive the content being presented? What are the limits of his richness of experiences with others, with the print media, and with alternatives of choice and opportunity? |
| ABILITY LEVEL | What is the range of ability or degree of maturation for each learner? What are the limitations imposed on the culturally and educationally unique by regionalism and ghetto isolation? |
| PSYCHOMOTOR CAPABILITIES | Are the learners capable of manipulating the materials? What is their psychomtor ability? Are there any physical impairments that would delimit the use of certain media or technology? |
| INTEREST STIMULATION | Will the material and activity stimulate the learner's interest and increase his attention span? |
| ACTIVITY RELATIONSHIPS | Is the activity in the realm of the individual's active knowledge realm? Is the activity related to present living experiences of the learner, and is it socially significant? |
| CHALLENGE | Is it hard enough to challenge yet easy enough to insure some degree of success? |
| ACTIVITY FLEXIBILITY | Is the activity flexible enough to allow for unforeseen constraints? Does it provide for individual differences, giving the learner the feeling that the program was designed especially for him? Is sufficient time afforded to account for adult need for longer periods of exposure to ideas, concepts, materials and other relationships, and for responding? |
| MOTIVATION | Will the activity lead to more worthy things, fostering an inquiring and investigative attitude? |
| PROCESS DEVELOPMENT | Will the activity develop relationships leading to organization of experiences by locating information, assimilating, comparing, evaluating and concluding? |

| | |
|---|---|
| CONCEPT FORMULATION | Will the learning experience embody concepts relative to "growing & developing." decision making," and interacting" which are vital for physical, mental and social maturity? |
| TIMELINESS AND RELEVANCE | Does the activity give promise of outcomes relatively valuable in life today? Will the program lead toward the improvement of the quality of life? |
| COORDINATION/ INTERGRATION | Will there be a correlation and intergation with the home, community, state, nation and world? |
| CONDUCIVE ENVIRONMENT | Is the learning environment conducive for wholesome release of free expression and creative exploration? |
| HEALTH, SAFETY AND WELFARE | Have considerations been made relative to the health, welfare, and safety of the learner? |
| BEHAVIOR MANAGEMENT | Will behavioral management considerations contribute to the education rather than adjudication of learners? |
| METHODS AND MEDIA | Are appropriate methods and media considerations included in the teaching-learning processes? |

Reprint from:
Stephen S. Udvari, Educational CONFIRM Analysis: An introduction to a New Approach in the Curriculum Design Process, The Board of Regents, The University of Wisconsin, 1968-69, 76 pages.

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